

**WOMEN'S REPRESENTATION IN SCHOOL LEADERSHIP
POSITION: POLICY AND PRACTICES IN SECONDARY
SCHOOLS OF ARSI ZONE**

MA THESIS

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Practices in Secondary Schools of Arsi Zone**

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DEDICATION

I dedicate this thesis manuscript to my wife Mrs. Badiria Shafi for her unlimited support and taking the whole responsibility in taking care of our children: Elilli Hussein, Zeyitu Hussein ,Milki Hussein, Faiza Hussein, Moha Hussein, Bekkam Hussein, Sokomando Hussein and Rayyan Hussein and other possessions during my stay away from them.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in preparation data collection, data analysis and completion of this Thesis have been given recommendation through citation.

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BIOGRAPHICAL SKETCH

The author was born on January 12, 1973 G.C. at a place called Digelu Arabi kebele in Digelu and Tijo Woreda in Arsi Zone of Oromia Regional State. He attended elementary school education at Arabi Primary School (1-6) from 1980 -1986 and Junior school (7-8) at Digelu from 1987 to 1978. He attended his high school education (9-12) at Asella secondary compressive school from 1989 to 1991. The author had experiences of teaching and working as a school leadership in various schools: Gololcha, Jaju, Shirka and Digelu and Tijo Woredas. The author earned both his diploma and first degree from Haramaya University in Mathematics and Physics as a major and minor areas of his study respectively. The author also joined postgraduate Study at Haramaya University in July 2015 to study summer program in school leadership.

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ABBREVIATIONS AND ACRONYMS

CEDAW	Convention on the Elimination of all forms of Discrimination against Women
ESDP	Education Sector Development Program
FGD	Focus Group Discussion
FDRE	Federal Democratic Republic of Ethiopia
MoE	Ministry of Education
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
WAO	Women Affairs Office
WEO	Woreda Education Office
ZEO	Zonal Education Office

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Women's Representation in School Leadership Position: Policy and Practices in Secondary Schools of Arsi Zone

Hussein Kulu

ABSTRACT

This study was conducted to assess Women's representation in school leadership position: policy and practices in secondary school of Arsi Zone. To conduct the study, descriptive survey design approach and both quantitative and qualitative research method approach were employed and simple random and purposive sampling techniques were employed. To this end, eight Woreda education heads, eight woreda women experts, 16 school principal, 31 vice principals and 67 teachers were included in this study. Questionnaire, interviews, Focused group discussion (FGD) and document analysis were used as the main data gathering instruments for the study. Quantitative data collected through questionnaire were analyzed using percentage, mean scores and t- test through the use of SPSS 20 version software packages, whereas; the data gathered through interview, document analysis, FGD and open-ended questions were thematically organized, combined and discussed to supplement the questionnaire. Thus, the study revealed that women have less representation in school leadership positions due to less confidence to take school leadership positions, lack of officials' awareness of policy and guidelines, women's their family and home responsibility, institutional factors, unequal opportunity of education and training. Regarding to school leadership policy, there is a high gap between policy and its practice on the ground. Moreover, selection criteria, officials' relativity and corruption, lack professional network, lack political affiliation and work experience implicitly affected women's representation in school leadership. The study revealed that women's participation in school leadership positions have yet been less represented. Thus, the study suggested that women's awareness about their participation in school leadership should be given. Moreover, as suggested by the study, awareness of officials, school leaders, local and school communities and other stakeholders about women's leadership positions should be created through short and long-term training, workshops and experience sharing to minimize the existing negative perception

1. INTRODUCTION

1.1. Background of the Study

Women were generally characterized by the primary sources of knowledge, language, and social relationship to the child at the school level (Brown, 1990). The benefits to economic growth and family welfare that come from educating women were undeniable. Hence, this was done more when women were empowered in all level of the education systems. According to King and Hill (1993), promoting equality of women' access to leadership position was priority subject. The research finding also suggested that in addition to their participation in school leadership positions, their contributions in economic sectors play a profound role. For instance, the Food and Agriculture Organization of the United Nations (FAO) estimates that if women had the same access to productive resources as men, they could increase yields on their farms by 20 to 30 percent, which in turn could raise total agricultural output in developing countries by 2.5 to 4 percent and reduce the number of hungry people in the world by 12 to 17 percent, up to 150 million people.

Women's low representation in school leadership, decision making, policy and practice in schools is not only a critical problem in Ethiopia, but also it is a problematic issue and a worldwide agenda. The UN general assembly approved the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) in 1995 to provide a framework for action to end the discrimination against women in social, economic, cultural and political fields (UN, 1995). As stated by the UN, all UN member states reviewed women's situation towards gender equality recognizing that women's power sharing in politics and decision makes as one of the most critical areas for intervention.

According to Tony (1992), most of the parents had grown up in a world where full domestic responsibility developed on women, when men tended to be come and go as they pleased and where they dominated by tradition. This was the culture in which the children were growing up. When tend to expect men were according to the male stereotype which includes aggressiveness, ambition, assertiveness, competitiveness,

domination, force fullness, being good at sport, self confidence ability at making decision and independence. When tend to expect women to be affectionate emotional, gentle, found children through the whole world. Historically, men had been running the leadership career in any of organization. In African societies, it was believed that men lead and women follow (Holtkamp, 1993)

Women's participations had insignificant share in leadership and decision making role in most African countries. The majority of women working in Africa's public sectors were concentrated in professions of teaching, nursing, technical and related services, while men occupied administrative managerial positions and school leadership. But women continue to be underrepresented in school leadership in proportion to their actual numbers in teaching (Cubillo and Brown, 2003).

As alluded to the previous discussion, the government of Ethiopia had invested a great deal of efforts to increase women's participation in all development sectors. To facilitate their involvement, the Prime Minister's Office set up Women's Affair Bureau headed by women with ministerial rank after a transitional government was established in 1991. It is now called Women and Children Ministry. The bureau was charged with drafting and implementing a national women's policy issued in 1993 and also ratified international conventions such as a Convention on Elimination of all Discrimination Against Women.

Ethiopia women's representation at various levels of executive councils and administrative bodies had been increasing. The same was true for an increment of women number in federal and regional House of Representatives increase (MoE, 2004). But still now, school leadership position had been dominated by men.

1.2. Statement of the Problem

Globally, women's access to top leadership positions is still severely restricted though they match or exceed their male counterparts in terms of formal qualification and technical know-how. Indeed, it is in the world of corporate business that the glass ceiling has proved most impenetrable with a mere 2-3 percent of top jobs in large

corporations held by women (International Labour Organization, 1998). Traditionally, women have been expected to perform household duties relating to child rearing and other domestic functions. Men on the other hand have been expected to leave the home to work with the primary responsibility of supporting the family economically and protecting its members. Despite the changed work roles of women in recent decades, the gender breakdown of traditional roles has changed radically. Although majority of adult women are in the labour force, they continue to do the bulk of child care and household task (Merger, 1999).

A comparative study of Sweden and the United States found that in both countries men did between twenty and thirty percent housework (Wright *et al.*, 1992). Bianchi and Spain (1996) assert that majority of Americans believe that women today should work even if they are raising families and increase the mainstream labour force as full or part time workers, unlike in the past generation. The 2006 World Bank country's social analysis argues that women's burden in the economic, domestic and collective spheres have only intensified bringing about a destabilizing effect on household leading to increased tension and violence (World Bank, 2006).

The patriarchal system in many African traditions tends to have a profound influence on households' decision-making. The consultations that take place within the household are shrouded by male dominance, which does not provide the female partners with a forum conducive for negotiation. Even in cases where the males have assisted their female counterparts to start a family business, the male spouses are still obliged to meet major capital expenditure for households. The status of the household head also has an influence on decision-making (Mwangi, 2002). Despite the progress made so far in both developing and developed countries, women continue to be under-represented in decision-making and leadership in several areas. The consequence of this gender gap is that women do not participate fully in decisions that shape their lives and their communities and countries are not capitalizing on the full potential of one half of their societies (Gentry, 1996).

Like many other African countries, child care is also an important source of time burden for women in Kenya (Blackden & Hughes, 1993). In Eldoret Municipality of

Kenya, the pattern of leadership positions among female teachers reveals under-representation of women as they account for a small percentage of heads of institutions. There are 41 public primary schools in the Municipality and the numbers of female head teachers are 10 whereas their male counterparts are 31. But there is more female teaching workforce in the Kenyan Municipality. The low participation into top leadership positions in schools are due to a problem that starts at an early stage in life where girls were discriminated against and the trend of inequality continues till maturity where more men are in leadership as compared to women hence there was need to study this problem in order to find out factors contributing to under representation of female teachers to headship and to find out ways that could be done in order to improve equal participation in leadership positions(Hughes, 1993).

A study conducted on Women Participation in Education Administration in Ethiopia by Abebayehu (1995) and Women Participation in Education Leadership in the Case of Tigray Region by Birhanu (2011) showed that there are some social, cultural and perceptual factors hampering women's participation in leadership. In addition, it was found that also found that the main factors hindering women's representation in school leadership were women's low level of aspiration, lack of interest and confidence in order to take leadership position (Abebayehu (1995,Birhanu 2011).

Gojjam (2015) conducted also conducted research on Factors Affecting Women Participation in Leadership and Management in Higher Education in Amhara Regional State. His findings depicted that self-confidence, networking opportunities; self-esteem, conducive organizational working environment and assertiveness are the hindering factors inhibiting women's participation in school leadership.

A study conducted by Hirut (2015) on factors affecting women's representation in school leadership showed that women's home and family responsibilities were the main reason for women not to take part in school leadership. Massenet (2013) conducted research on Challenges and Opportunities to be Leadership in Selected Secondary schools of Addis Ababa. The findings show less commitment of officials to implement sensitive to policy. Shimalis (2015) also studied Challenges and Opportunities of Women Political Participation in Ethiopia and his findings revealed

that the main factors affect women's representation in school leadership are economic, religious, social and cultural factors.

The underrepresentation of women in school leadership position was most visible in Arsi Zone of Oromia Regional State and this shows that there is a gap between the policy and practice. As indicated by the 2016 annual statistical data report of Arsi Zonal Educational Office, there were no females who were assigned as a school leadership positions work at Zonal Education Office and Woreda Education Offices in 26 woredas. From 86 governmental secondary schools, only one (1) female principal and one (1) vice principal were assigned. There were also only one (1) female principal and four (4) vice principals from 55 primary schools of Digelu and Tijo woreda where the researcher works.

The current study focused on the assessment of women's representation as a schools leadership position and the main factors that affect women's representation in school leadership in secondary schools of Arsi Zone. In different parts of Ethiopia, there has been low level of women participation in school leadership. Thus the researcher would be highly initiated to investigate the factors that affect women's representation in school leadership and existing policy and practices in secondary schools of Arsi Zone

1.3. Research Questions

The following research questions are posed to conduct the study and they are used as a guideline for this study:

1. What are women's self perceptions to become a school leadership in secondary school of Arsi Zone?
2. To what extents are the Officials at Woreda Education level aware of the policy and guidelines regarding women's representation in school leadership position in secondary schools of Arsi Zone?
3. What are the major factors that affect the women's representation in school leadership position in the secondary schools of Arsi Zone?

4. What are the best practices, strategies and guideline through which women are placed (represented) in school leadership position?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of the study is to assess women's representation, policy and practice in school leadership position in secondary schools of Arsi Zone.

1.4.2. Specific objectives

The specific objectives of this study attempted to:

1. Assess women's self perceptions to become a school leadership in secondary school.
2. Examine the extent of officials about policy guidelines representing women teachers for positions in school leadership in Woreda Education Officials of Arsi Zone.
3. Identify the major factors that affect women's representation in school leadership in secondary schools of Arsi Zone.
4. Explain effects of the current selection policy, guideline placement criteria and highlight best strategies on women's representation in schools leadership in the study area.

1.5. Significance of the Study

The findings of this study would help the practitioners, school leadership policy makers and other stakeholders in the following ways:

Policy implications can be drawn as a result of participating women in school leadership, As a source of research for other researchers in order to conduct further research in the area,

As a source of motivation, encouragement and confidence building for women to take part in school leadership and other managerial positions.

To this end, the researcher believes that the findings of this study would have dominant significance to help the Zone Education Office and woreda Education Office to take corrective measures of factors that affects Women's representation in school leadership position. The ultimate significance of the study is firstly for female teachers who want to involve in school leadership position in Arsi Zone. Hence, the

researcher believed that the finding of this study may help to increase women's representation in school leadership in Arsi Zone. This study may help in identifying the main factors of affecting women's representation in school leadership for Arsi Zone educational office and woredas office.

1.6. Delimitation of the Study

The study was delimited to Women's Representation in School Leadership position, policy and practice in Secondary Schools of Arsi Zone. In this Zone, there are four sub- Zones; namely, North Chilalo, Souh Chilalo, Arbagugu and Ticho. All the zones have almost similar climate Dega, woinadega and kola. They have nearly similar geographical location in all sub zones. As researcher observer Women's Representation in school leadership position, policy and practice is almost ignored and has homogenous conditions in all sub zones. The sub zones have almost the same socio-economic, cultural and historic related conditions. Because of these similarities, the study does not include all stakeholders (woredas and schools) found in all subzones. Thus, this study focuses only on 8 woredas namely: Munesa, Bokoji, Sire, lodehetosa, Marti, Jaju, Robe Didea and Tena woredas would be selected from 26 woredas by systematic random sampling techniques.

The researcher also focused only 16 schools namely: Kersa, Dege, Bokoji, Sire, Banban, Hiruta, Lode, Abomsa, Garagora, Arboye , Bolo, Robedidea, Diksis ,Ticho, Kela and Sagure secondary schools would be selected from 86 secondary schools by systematic random sampling. However, within the given time and resources, the study would be delimited (conducted) in the academic year of 2016/17.

1.7. Limitation of the Study

While conducting this study, the researcher has faced the following major problems; shortage of time and low access to internet services of reference material on women leadership in education which took the researcher much time for searching reference. Reluctance of some respondents to fill in the questionnaire. Shortage of time to

collect the data. Nevertheless, the researcher has done all the possible efforts and the study has come.

1.8. Definition of Key Terms

Gender: - Concepts of social influences rather than biological influences Division of work for women or men.

Leadership: is the process of influencing other to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accumulation shared objectives.

Policy: - decisions giving direction, coherence and continuity to the course of action for which the decision-making body is responsible.

Practice:-an implementation of the policy of women representation in school leadership.

Representation: - is holding of leadership position through selection and placement by REB, ZEO or WEO heads.

School Leadership: - refer to a kind of leadership which practices or influences learning-teaching process in the school.

Secondary school:-refer to the level of grade 9-10 for the duration consisting of 2yrs.

Sub-Zone:- Level of Zone administration that is below Zone and above Woreda or sub-divisions of a region that consists of some number of woredas

2. REVIEW OF RELATED LITERATURE

This chapter survey relevant literature works from the major subject fields underlying the study to justify its various conceptual foundations. It presents the relevant literature pertaining to the problems that hampers women's representation school leadership in secondary school. Women and leadership, qualities of Women's leadership, the career experience of women in educational administration, barriers to women's career advancement in school leadership, too many tasks and responsibilities, socialization and sex role stereotyping, too few role models, mentors, and networks, majority of male teachers at secondary school. Lack of qualification, devaluation of women with in societies, denial of advanced leadership training for women, problems associated with policy implementation, instructional and social factors individual barriers, challenges of women in school leadership, the best strategies and others to advance women's career are reviewed in this chapter..

2.1. Women and School Leadership

Leadership in education as in the most fields is importance identified with men giving subordinate roles to women. That trend is also apparent in the field of education and there is something paradoxical about it. Even though, teaching has traditionally been seeing as a "suitable" job for women, large number of women in the profession, great underrepresented in positions of management, (Coleman, 2005; Cubillo and Brown, 2003).

Leadership role of women in educational sector, women and leadership styles, women's leadership abilities, skill and competencies, women's aspiration to school leadership, current requirement and selection criteria used for selecting educational leaders. Under-representation of women in positions of senior management within Educational Institutions continue to be a matter of concern, particularly as the teaching force is largely dominated, by women (Cubillo and Brown, 2003 as cited by Osumbah, 2010). Much literatures concerning women's school leadership starts their investigation women are under-represented at school leadership, school leadership positions are overwhelmingly dominated by men so on. All in all educational 16

administrations is dominated by men but in the context of Ethiopia even the teaching force is highly dominated by men as we go up the ladder. Gender equality and female empowerment are essential for achieving our development goals. Unless both women and men are able to attain their social, economic and political aspirations, and contribute to and shape decisions about the future, the global community will not successfully promote peace and prosperity. (USAID 2012)

Women and school leadership are natural and cultural is born or life together. First of all human being learned or were influenced by their mother. Therefore women and school leadership the most relative each other and must be empowerment the women school leadership particularly school leadership is the leadership maternal leadership.

2.2. Role of Women Leadership in Education Sector

Women are generally characterized by the primary sources of knowledge, language, and social relationship to the child at the school level, (Brown, 1990). The benefits to economic growth and family welfare that come from educating women are undeniable. Hence, this is done more when women are empowered in all level of the education system. Thus, according to King and Hill (1993) promoting equality of access to women in the leadership position is priority subject. This is because it contributes to the national development and it helps to promote advancement of women and the elimination of all form of discrimination against women. It is evident that the attention of many countries including Ethiopia is integration of education to development and poverty reduction.

Women need to raise the participation of in overall development process. So this requires the need to equip female population with the necessary knowledge and skills, because women should never be a missing piece in the development puzzle, (Seyoum, 1986).

2.3. Women's Aspiration to School Leadership

Women's sparse number in school leadership is that they have low intrinsic motivation or aspiration to leadership position Dipboye (cited in Ababayehu 1995).

Other writer (Out on, 1993) agrees with the idea of women have low intrinsic motivation to leadership position. Shake shaft (1985) disagrees with the idea of women have low intrinsic motivation to leadership position. For their, women's lack of success in obtaining administrative positions was not due to lowered aspiration or lack of motivation on the part of women. It could thus be said that study findings regarding women aspiration vary and in some cases they are conflicting.

According to Ouston (1993), there are a number of factors that affect the aspiration of women from moving into formal leadership positions. For example, devaluation of women that means considering women as less than and different from men. This assignment of less value to women takes the form of attitudes that favor males over females for administrative positions. The negative attitudes towards women by those who hire constitute the major barrier to female advancement in school administration (Shakeshaft, 1987). The other reason is lack of self-confidence. Ouston also argues that, females have lower self-confidence than do males (1993). This lowered confidence level makes them to apply only for jobs they are highly qualified while males are more likely to apply for jobs they are both qualified and are not qualified for. As a result, there are usually more male applications for a position and a male is likely to be hired.

Relatively, lack of self-confidence also helps to explain why females internalize failure and males externalize it. As pointed out by McLoughlin (1992), confidence is the key factor for every woman in management Powner and Weiner (1991) also agree with the idea of confidence is the key factor for every woman.

Despite arguing that self confidence is a contributing factor, Cubillo (1990), argues that women's lack of confidence was more to do with un familiarity with the territory than lack of faith in their abilities. Home and family responsibility on women is also another factor for lack of aspiration to school leadership (Marshall, 1995).

Many researchers study of women aspiration to school leadership have different findings. Sometimes their study findings regarding women aspiration vary ideas

disagree and conflict each other. But most of the researchers indicate they have low aspiration and low self confidence

2.4. Women's Representation in School Leadership

2.4.1. Global context

Women are greatly underrepresented in senior posts in education as in many other occupations (Brundrett, et, 2003). In most countries men are more likely to be leaders in education and elsewhere (Coleman, 2002). Although the proportion of women managers and leaders is gradually increasing; there has been no radical change. A case in point is the situation in England and Wales. Despite the introduction legislation since the late twentieth century, no significant change has witnessed there.

Alder and Izraeli, (1992) stated that “though women constitute around 50% of the world population, there is no country that represents them half of their decision making positions” (p.3). For example according to the UN (2000) world women's report, women's share of administrative and managerial labor force is less than 30% in regions of the world. Blackmore (1994) also claims that in Australia where affirmative action was tried, the increase in number of women principals was accompanied by a change in the locus of power to a higher level of administration dominated by men.

Affirmative action policies to promote women are now being used in Africa. For example, in south Africa, Zimbabwe, Uganda, but number of women in leadership in education remains very low (Kotecha, 1994). A number of global treaties and frameworks with a special focus on gender equality and women's empowerment have been discussed, debated and endorsed by the United Nations.

2.4.2. National context

Similar with that of other developing countries, the problem of gender inequality is a common phenomenon in the rural and urban part of Ethiopia. In our society, women involve mainly in domestic activities where as men involve in outdoor activities like

education and community services. In relation to this, the FDRE gender perspective guide line (2001:1) shows that, women in the rural part of Ethiopia spend more than 15 hours per day for activities like fire wood collection, water fetching, childcare, petty trade, spinning vegetable, and gardening.

Similar with the rural women, urban women of Ethiopia also involve in selling of foods and drinks, petty trades, and spinning and in both cases, the majority of women participate in informal economic activities. As a result, they have little or no time for education. On the other hand, males, unlike females, have sufficient time for schooling and therefore, this creates discrimination of women from men Ethiopia is a patriarchal society that keeps women in subordinate position, (Hirut, 2004). There is a belief that women are submissive, patient and tolerant of monotonous work and violence for which culture is used as justification. Even though affirmative action for women is constitutionally guaranteed, it has not been implemented for the most part.

Reflective of the constitution, the Ministry of Education also states, “Educational management will be democratic, Professional, coordinated, and efficient and will encourage the participation of women, (MoE, 1994). In spite of that, women are severely underrepresented in leadership position at all levels in the education sector in all regions in Ethiopia.

As MoE, (2011) cited in Challi, (2016) that the annual report data given at the regional levels is more telling. It is only one out of the deputy head of Regional Educational Bureau in Addis Ababa that is a woman. The situation in Gambella is worse; there are no women in a leadership position there. 2% in Benishangul Gumuz; 12% in SNNPR and 13% in Amahra region. At the woreda level, 5% of WEO heads are women in BG. In contrast, none of WEO heads and deputy heads in Tigray; are women. None of WEO heads in Amahra regions are women. At school level, the proportion of female principals of primary schools and secondary schools in the regions is 20% in A.A, Amahra 9.5%, 11.8% in DireDawa;SNNPR 8.7%, Tigray 8.1%, BG 4.8% and Gambella 1% i.e., only two principals in the schools of the region.

Shimelis, (2015) conducted on the study of Challenges and Opportunities of Women Political Participation in Ethiopia, (Arbaminch University). His finding of the study shows that different casual factors such as economic, religious, social and cultural factors contributed to women's poor political participation in the country. The study further revealed that real fight against rent seeking, accountability, political commitment, political leadership, and political responsiveness of the existing national, regional, woreda, and up to local levels. Women's equal participation in decision making is not only a demand for simple justice or democracy, but a necessary pre-condition for women's interests to be taken into account.

Netsenat, (2013) also conducted on research of Challenges and Opportunities of Women to be Leaders in selected Governmental Secondary Schools of Addis Ababa (Addis Ababa University). The final finding of his study shows: less commitment of officials to implement sensitive policies, negative stereotyping, fear of balancing family and professional work, informal network of men, absence of role models and low educational background of women were barriers for the low participation of women principals in secondary schools.

Gojjam ,(2015) Conducted a thesis on the title of Factors Affecting Women's Participation in Leadership and Management in Selected Public Higher Education institutions in Amhara Region, Ethiopia and the study was conducted in three Universities, namely, Bahirdar, Gondar, and Debremarkos. The thesis final findings was Women Self-confidence, Networking opportunities, Self-esteem, Conducive organizational working environment and Assertiveness are found to be the most important factors pulling women into leadership. To other end, Stereotyping, Patriarchy, Lack of support system at work, Low academic qualification and Lack of role model are the major barriers stifling women to assume leadership positions. General as the researchers organized other national researchers many of them have similar findings and others have different findings idea.

2.5. Problems Associated with Policy Implementation

The gender issues have not been well integrated and addressed in strategies, rules and regulations, programs, plans and activities to the expected level. Gender mainstreaming is weak owing to capacity gaps of staff involved in planning, monitoring and evaluation. This is partly reflected in weak gender mainstreaming practices, inadequate expertise on gender, and lack of adequate, functional and efficient gender office structures. Although affirmative action is implemented for entry to higher education, it is not backed by systematic and flexible retention mechanisms to ensure comparable number of graduates.

According to the CEDAW, 1993; the constitution of Peoples Democratic Republic of Ethiopia (PDRE) in 1988 reflects Government's policy regarding women in development gives general assurance asserting on 30% to the state shall provide women with special support, particularly in education, training and employment, so that they may participate in political, economic, social and cultural affairs on equal basis with men .The convention signed states as such however the problem is still not clear whether it is on the implementation or within the policy itself.

To enhance the participation of women principals in secondary schools, all officials should be committed to implement gender sensitive policies, awareness creation programs should be implemented to the society. (Natsenet, 2013). Strong network of women should be designed through which they can share experience. The presence of strategies, plans, Policies, gender sensitivity of selection criteria of principals, regular revision of gender policies and the presence of on-job and pre-job trainings women will be the more encouraged women's participation in school leadership.

2.5.1. Drawbacks of affirmative action implementation

Even if affirmative action is meant to address the gender inequalities persisting in the society, some staff and management members consider the affirmative action for entry as rather a cause for low academic achievement of the beneficiaries. Affirmative action taken by the Federal Civil Service Commission (FCSC) has resulted in the promotion of women in leadership and decision-making positions. Moreover, a number of women in the civil

service in all personnel committees have increased. Affirmative action is implemented in the civil service to benefit women in recruitment as well as to encourage women to participate in the Commission. Change in the regulation of the Commission has created new benefits for female workers that ensure their well-being, particularly their psychological health.

Women shall; in the enjoyment of rights and protections provided for by this Constitution, have equal right with men. The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women so as to enable them compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions. Women have the right to acquire, administer, control, use and transfer property. In particular, they have equal rights with men with respect to use, transfer, administration and control of land. They shall also enjoy equal treatment in the inheritance of property. (Ethiopian constitution *Article 35 Rights of Women*)

2.5.2. Problem of associated with policy implementation of women empowerment

We recognize that gender equality and women's empowerment are important for sustainable development and our common future. We reaffirm our commitments to ensure women's equal rights, access and opportunities for participation and leadership in the economy, society and political decision-making. (UN General Assembly 2012) We recognize that gender equality and women's empowerment are essential components of human development and basic human rights. The advancement of women's rights and the education of girls are critical preconditions for effective and sustainable development.

2.6. Factors Affecting Women's Representation in Educational leadership position.

The current underrepresentation of women in top leadership positions is reflected in several research studies conducted on women in school leadership (Gupton and Slick, 1996; Shakeshaft, 1989). The studies indicate that there are many factors which

constrain women's ability to participate on an equal footing with men and to take up positions of leadership. These barriers are either internally or externally imposed (Shake shaft et al, 2007). Some of the major barriers are Scio-cultural, institutional factors, lack equal opportunity to educational and training in the past.

2.6.1. Socio-cultural factors

Different researchers (e.g. Dipboye cited in Abebayehu, 1995; Onyango Simatwa and Ondigi (2011; Shake shaft et al 2007), indicate that socio-cultural factors are some of the factors for women's underrepresentation in participation in school leadership. These factors include; gender socialization, societal-attitudes and perception, women's self-concept to leadership, family and home responsibility.

According to Leliftu (2013), the factors that have narrowed females' partaking in school leadership are individual and socio-structural. To begin with, the lack of confidence because of the social back ground in the culture of the community in general, females are not leaders; they are followers rather. As a result of lack of confidence, they are not aspired to become leaders. In addition, females do not have opportunities to gain bottom experiences in school leadership that would help them for further advancement because the school leadership is men dominated in tradition. It can be said that socio- structural factors are the sources of individual factors that caused females' underrepresentation in general.

2.6.2. Gender socialization

Gender socialization is a continuous process that begins at home in early childhood. In most cases, pre-school female children are socialized to be passive, polite, shy and gentle. Boys on the other hand are encouraged to be aggressive, active, independent and confident. Hence, male children view themselves as powerful while girls tend to feel powerlessness. This socialization process in the society determines and shapes the personality, roles and identifies the individual in the society. During this process, individuals acquire skills and knowledge that enable them to actively participate in the society. In other words, girls and boys are socialized differently to assume different roles and expectations (Genet, 1998).

Socialization process involves some direct teaching and much modeling one after parents and other adults. Different cultures would of course, have somewhat different emphasis in socializing their boys and girls. Helgeson (2005) pointed out that women have been socialized into believing that they do not deserve senior positions. Thus as different researchers show, because of socialization and sex role stereotyping, women themselves as well as others with in the society, do not immediately connect women with any kind of leadership (Shakeshaft, 1989).

2.6.3. Gender stereotypes

Gender stereotypes are simplistic generalizations about sex attributes, differences, and roles of individuals and/ or groups. Though stereotypes can be positive or negative, it rarely communicates accurate information about others. So, gender stereotypes are an exaggerated generalization and false beliefs about male and female in the societies. Sex role is not perceived equally. Some of the common perception that the society has developed on women sex role .Gender sensitive for men and strong network for men was the more adapted in the country. (Natsenet 2013).

Gender equality and female empowerment are core development objectives, fundamental for the realization of human rights and key to effective and sustainable development outcomes. No society can develop successfully without providing equitable opportunities, resources, and life prospects for males and females so that they can shape their own lives and contribute to their families and communities. (USAID, 2012)

2.6.4. Classification of gender labor division

Labor division by culture in our traditional societies the division of labor is largely based on an individual gender. It was used as an efficient ways of ensuring the survival of family member in the societies. In this division of labor woman are tends to involved in domestics (household works) and subsistence's works in the households. That means women are the ones who are mostly working at home in the maintenance of the household or very close to home, doing both house hold activities and small-scale production and trading.

By contrast, men are in most societies tends to involved in out- door works like in agriculture, business ,mining etc. That it is inevitable the men who work mostly away from home and are employed in better paying jobs. This generally reveals that division of labor by gender is not only ascertaining gender gap, but also it is usually connected to freedom of work up to whether one has access to better income generating employment or not. These kinds of work division shows the environment in which men and women operate certain task are very wide than to their actual differences.

2.6.5. Attitude of Women towards themselves

Women's perception and their self-concept have been among the challenges faced to attain leadership positions in educational institutions. Women themselves acknowledge the world of masculine and perceive themselves as compliant, submissive, passive and less skillful than their male counterparts. They also fear that success in competitive achievement situation will lead to negative consequences like loss of unpopularity (Ouston, 1993).

Women chose from a narrow range of occupations that are low in status and end up in poorly paid jobs such as book keepers, cashiers, typists, barbers, housekeeping services. When they are given equal opportunities to learn and get the necessary professional qualifications they tend not to reach the high levels of professions which might be caused due to the effect of sex role stereotypic attitudes of the society that prevent them from seeking high ranked positions. That means, men tend to overestimate their abilities while women underestimate their abilities. This is due to the impact of culture. That is culture impacts, on how women perceive themselves. It reduces their ability to actively and effectively participate in decision making and to lead. That is gender and cultures are interwoven (Strachan et al, 2010)

2.6.6. Home Responsibilities

Home responsibilities as well as place-bound circumstances more with spouses were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them would be hindered by family

commitments. Native American women in Montana are reported to be identifying family responsibilities as barrier to entering administration (Brown, 2004). Shake shaft et al., (2007) also argued that family and home responsibilities are more likely to affect the career patterns of women than of men. In Ethiopia, women engaged in productive and community works. As it is known women are mothers, wives, and breadwinners in their home (Meron,2003). Due to these multiple roles women are being confined to domestic roles with little opportunities and exposure to leadership and decision making positions.

2.7. Institutional Factors Affecting Women’s Representation in

School Leadership

Hoare and Gell (2009) pointed out that institutional gender bias represents a challenge to all women seeking equal participation and competing for leadership positions. Thus, it is imperative to ask whether educational institutions provide opportunities in favor of men than women. Competent, committed, talented and qualified women look up through the glass-ceiling and can see what they are capable to achieving. Schools are social organizations which fulfill their organizational goals by assigning and delegating their employees. However, their assignments are sex segregated (Abebayehu, 1995). They assign male teacher to different activities than female teachers. Blackmore (as cited in Cubillo and Brown, 2003) also describes the situation of women as the “outsiders in side” i.e. inside the institution but outside the boy’s club”. This implies that women are already inside the institution, but their level of participation is as those of women outside the institution.

2.7.1. Lack of leadership mentors and insufficient support systems

Mentor is one with whom you formed a professional, interpersonal relationship and who provided beneficial career and psychosocial support to you. Women need to be mentored into leadership positions traditionally held by men with suitable mentor either male or female in order to make significant advances in administrative Careers” (Gupton and Slick 1996,p.90). Collins (1983) strengthen this idea by stating that mentors are very important to women since they give a lot of encouragement; share their aspirations; boost self-esteem; give vision to think “big”; shape personal

philosophy and formulate one's support; given feedback on one's progress. Mentors try to mold the mentee into the image of them; provide career development functions that involve coaching, sponsoring as well as psychological support and increase mentees self-confidence (Shakeshaft et al., 2007).

2.7.2. Lack of role models

Role model is one whom you admired and tried to emulate, but may not have known personally (Gupton and slick 1996). Lack of role models is one of the reported barriers to women's entry into and advancement in school leadership (Sperandio and Kagoda, 2010). Several researchers, (Hinkson, 2004; Irby and Brown, 1995) have pointed out the need for role models. Role models provide standards and patterns to copy or modify. In 1985 Shakeshaft reported that same sex role models were the most effective for females.

2.7.3. Lack of professional network

Lack of professional network is perceived as a barrier to women's career advancement. Regarding this in 1985, Shekeshaft noted that a lack of established networks as a barrier for women. Networking is a means of making long-term contact which serves as an insurance for one's professional longevity. It increases career promotion and advancement (productivity). In the study of formal and informal leadership and networks Sherman (2002) found that informal networking is crucial to women aspiring to leadership position and it is also a factor that moves the aspirants into formal leadership positions. The encouragement of women to form their networks at different levels of the hierarchy or outside the organization is likely to be useful way of building confidence and expertise. Women's networks can powerfully impact the culture and policy of organizations and professions. It helps women to develop talents, build relationships, and support job equity. Therefore, lack of networking is a barrier to women's participation in school leadership

3. RESEARCH DESIGN AND METHODOLOGY

This section of the research discusses the research design, description research of the site, sources of data and population, sampling size and sampling techniques, data collection instruments, method of data analysis, procedure of data collection and ethical considerations.

3.1. Description of the Study Area

Arsi Zone is one of the Zones in the Oromia regional state in Ethiopia. Arsi Zone shares boundary with: Bale in south, west Arsi Zone in south west, in northwest with Shewa Zone and west Hararge with East. The climatic condition of Arsi Zone is 50% of Cold region 40% of Moderate hot region and 10% of Hot region. The Zone is a densely populated zone because of its favorable climate condition. Arsi Zone has a total population of 2,637,657 based on 2007 CSA. More than 87% of its population depends on Agriculture, especially on wheat and barley production.

This study was conducted in secondary schools of Arsi Zone that found at 175 km to the South of Addis Ababa, the capital city of Ethiopia to Asalla (the capital city of Arsi Zone). The Zone has 26 woredas and 86 governmental secondary schools as observed from Arsi Zone administration office annual report of 2016.

3.2. Research Design

The general objective of this study was to assess women's representation in school leadership position, policy and practice in secondary schools of Arsi Zone. Based on this general objective, descriptive survey design approach employed to assess women's representation in school leadership position, policy and practice in secondary schools of Arsi Zone. Based on this general objective, both quantitative and qualitative (mixed method research) research method approaches were employed.

. According to Creswell (2012) a mixed methods approach is a combination of both form of quantitative and qualitative data to provide a better understanding of research problem than either quantitative or qualitative.

3.3. Sources of Data

3.3.1 Primary Sources

The primary data was collected from Zone WAO; heads of ZEO woman expert, heads of WAO, heads of WEO, WEO woman experts, secondary schools principals, male teachers and female teachers was selected schools.

3.3.2. Secondary Sources

The secondary data was collected from recruitment document of leadership, the policy document, annual statistical abstract of Woreda Education Offices and Arsi Zone Education Office quarter and annual reports and information were used to make the study valid.

3.4. Population, Sample Size and Sampling Techniques

The Zone has four sub-zones, namely South Chilalo, North Chilalo, Ticho, and Arba Gugu. Twenty six (26) woredas and 86 secondary schools were found in the zone. From this area, the researcher focused on four (4) sub-zones, eight (8) Woredas and 16 schools. The target populations of the research were: Zone WAO head, ZEO head, ZEO women expert, Woredas WAO heads, WEO heads, WEO women experts, school principals, vice principals, both male and female teachers. The total target population is 367 (1 Zone WAO head, 1 ZEO head, 1 ZEO women expert, 26 Woredas WAO heads, 26 WEO heads, 26 WEO women expert heads, 86 Schools WAO heads, 125 principals and 86 male teachers(school teachers association heads) and 86 female teachers (head of gender issue in the school)

The researcher took a total sample size of 141 (1 WAO head, 1 ZEO head, 1 ZEO women expert, 8 Woredas WAO heads, 8 WEO heads, 8 WEO women experts, 16 Schools principals 31 vice principal 32 male teachers and 35 female teachers).The

researcher favored this population sample as it helps to get more representative sample from geographically scattered participants (Kow, 1984). According to Lodico, Spaulding, and Voegtie (2010), among the total population 10-30% can fit the sample size. Therefore the sampling techniques were four (100%) sub-Zone by using available sampling technique, eight (30%) woredas WAO heads, WEO heads and WEO women experts using random sampling technique, 16(18.6%) secondary schools principals and male/female teachers again using random sampling technique, Zone Women experts, Zone Women Affairs and ZEO heads would be used by available sampling technique. Random sampling techniques were more preferred for the rest population. Because of the target population was very large and similar with their responsibilities.

In general, the research data were collected from South Chilalo (Munesa and Bokoji woredas); from North Chilalo (Sire and lodehetosa woredas); from Arba Gugu (Marti and Jaju woredas) and from Ticho (Robe Didea and Tena woredas). The data collection also includes from Munesa Woreda (Kersa and Deogo schools), from Bokoji Woreda (Bokoji school) from Sire Woreda (Sire and Banban schools), from Lodehetosa woredas (Hiruta and Lode Jimate schools), from Marti woredas (Abomsa and Garagora schools), from Jaju woredas (Arboye and Bolo schools), from Robedidea woreda (Robedidea and Diksis schools) and from Tana woreda (Ticho and Kela schools). Finally, Sagure secondary school female teachers with their husbands for FGD were the focused sample size of the researcher represents the whole Arsi Zone.

Table 1: Summary of the population size and sampling techniques

S.No	Types of respondents	Population	Sample size	%	Sampling technique
1	Zone Education Office Women Expert	1	1	100	Available
2	WEO of heads	26	8	30.8	Random sampling
3	Woreda Education Office Women experts	26	8	30.8	Random sampling
4	Woreda Women affairs office head	26	8	30.8	Random sampling
5	Female teachers and Gender issue	86	35	40.7	Random sampling
6	Male teacher and association heads	86	32	37.20	Random sampling
7	Female Principals and vice principals	2	2	100	Available
8	Male principals and vice principals	112	45	34.8	Random sampling
9	Total sample size	369	139	38.21	

3.5. Data Gathering Tools

Questionnaire, interview, focus group discussion and document analysis were used as data gathering instruments in the study.

3.5.1 Questionnaire

The researcher decided to use 37 questionnaires because it is appropriate to obtain quantitative data. Questionnaire was favorable for the researcher to construct the question to collect detail information from the respondents. In the questionnaire, both closed-ended and open ended were developed by the researcher with help of advisors based on the research objective in order to make it clear and unambiguous. The questionnaire consisted two parts: The first part dealt with the general background of the participants. The second and the largest part contained both close ended and open ended question items that helped the researcher to address the basic research questions of the study. Close ended questions were developed using Likert-scale to identify the extent to which the respondents agree or disagree.

The Likert scale consisted of five (5) scales: 5 = strongly agree; 4 =agree; 3 = undecided; 2 = disagree and 1=strongly disagree, or 5 = very high; 4 = high; 3 = medium; 2 = low and 1= very low, or 5= very good; 4= good; 3= medium; 2 = poor and 1= very poor. In addition to this, a few open ended type of questions were included in order to give opportunity for the respondents to express their feelings,

perceptions, problems and intentions related to the topic. Cohen (2007) recommended that the larger the sample size, the more structured, closed and numerical the questionnaires, whereas; the smaller the size of the sample size, the less structured, the more open and word based questionnaire may play significant role.

The study participants who involved in questionnaires were: Zone head of women expert ZEO, heads of WEO, heads of woreda WAO, heads of WEO women experts, principals, male and female teachers and totally 139 study participants were involved. For all the study participants (139), the researcher developed questionnaire comprised 37 questions and distributed similar type of the questionnaire. The questionnaire was prepared in English language and administered to all respondents' with the assumption that they could understand the language.

The researcher used questionnaire to collect with trained assistant data collectors from schools, Woredas and Zone respondents. Questionnaire was believed to be better to get a large number of data from large number of respondents in a relatively shorter time with minimum cost (Seyoum and Ayalew, 1989).

3.5.1.2 Pilot testing

Pilot testing was conducted prior to the final distribution of the tools to clarify the items. This was done by distributing all prepared questions of the tools to Tijo secondary school principal, vice principal, 24 male teachers and 5 female teachers. This school was purposively selected because the school consists of secondary school grade levels (9-10) and experienced teachers.

The pilot test was conducted to verify the validity and reliability of the instruments with the aim of checking whether or not the items included in the instrument enable the researcher to gather relevant information. Besides, the purpose of pilot testing was to make necessary amendments so as to correct confusing and ambiguous questions. Accordingly, all the school principals, male and female teachers were chosen through purposive sampling technique to fill the questionnaire.

The results of the pilot testing statistically were computed by using SPSS computer program. The Cronbach's Alpha model would be used for analysis. Based on the pilot test, the reliability coefficient of the instrument was computed statistically. Based on the results of pilot test, items which were not included and made part of the instrument were removed.

Reliability was about truthfulness. A measure shows reliability if it yields the same scores across different times (Vander, and Johnston 2009). To be sure of the face reliability, senior problems and experienced instructors of Arsi Zone University and experienced teachers at different school were personally consulted to provide their remarks. The participants of the pilot test are also be first informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, lengthy items were shortened and many unclear items made clear. The reliability of the instrument was measured by using Cronbach alpha test. The results of Cronbach an alpha reliability coefficient of the study was 0.98. Thus, it showed that questionnaire were reliable and consistent.

3.5.2. Interview

The study employed semi-structured interview questions as an instrument for data collection to complement the questionnaire, to obtain relevant data that might not be handled by the questionnaire, and to counter-check the information that obtained by questionnaire. As noted by Jossey and Wiley (2009), interview provides more data collection control. Data were easier to analyze and synthesize because the interviewer and respondent were kept on track by the prepared question. Kothari, (2004) describes that face-to-face interviews allow a wider channel of communication.

The interview questions, which include nine questions, were developed by the researcher and advised by advisers. The semi-structured interview questions were designed and administered to women expert heads from WEO to get more information about general problems and prospects of women in school leadership as

well as unique problems that they encountered as educational leaders. Total seven (8) heads expert women of each Woreda Education Offices were interviewed by the researcher for 20 minutes. The same interview guide and interview questions prepared for all respondents. Furthermore, this technique offered the opportunity to ask follow-up questions based on participants' responses to previous question. This allows deeper exploration of issues.

3.5.3. Focus group discussion

The advantages of FGD were collecting variety of shared understanding from the interacting individuals. This helped the researcher to understand the situation from the oral expressions of the participants in addition to questionnaires. Krueger and Marry (2000) posited that FGD presents a more natural environment than that of an individual interview, because participants were influencing and influenced by others just as they were in life, an investigator can observe the behavior of individuals involved interacting in a FGD.

Only one Focused Group Discussion (FGD) was held in the study and eight (8) participants were included. That means the FGD was designed and administered to four (4) female teachers and with their husbands in Sagure secondary school to get more information about general problems and prospects of women in school leadership as well as unique problems that they encountered as school leaderships. Five (5) focal group discussion questions would be developed by the researcher and advised by advisers.

The female teachers discussed on circular seat for 1:30 hours. During the FGD, the researcher served several functions in the discussion.eg; he/she can act as moderator, listener, observer, and eventually analyst using an inductive process. As to Marcyk (2005), Nevertheless, like most other qualitative research methods, there is no one definitive way to design or conduct a FGD.

3.5.4. Document Analysis

To complement the collected data, all available and relevant documents were consulted. The documents that were examined include specific letters, reports, school leaders' selection criteria documents and policy documents. Its inclusion was attempted to strengthen the data obtained through questionnaires and interview. Due to this reason information from documents would be seen because they would be an important source of data to see the factors. Supporting this, Best and Khan (1989) have noted that the document analysis were important and relevant sources of data, and useful in yielding information.

3.6. Procedure of Data Collection

As indicated earlier, the objectives and basic questions of the study would be required, the researcher used both quantitative and qualitative data analysis methods. These were basic tools that would be used in the process of data collection. Different procedures of data collection were employed together to get the required data from respondents. Questionnaire, interview, FGD and document analysis would be prepared and used to collect information from the respondent.

After getting agreement with the concerned participants, the researcher would introduce his objectives and purposes. Then the questionnaires were administered to sample principals and teachers within selected schools. The participants were allowed to give their own answers to each item independently as needed by the researcher. They were closely assisted by the researcher himself. Finally, the questionnaires would be collected back at the right appointment. The interview would be conducted with Woreda Education Officers and Women experts after their consent is given to discuss communication barriers in depth.

3.7. Methods of Data Analysis

The data would be analyzed both quantitatively and qualitatively. Quantitative data were analyzed by using frequency, percentage, mean scores with standard deviation and t-tests. Percentage and frequency counts were used to analyze the characteristics

of the population as they help to determine the relative standing of the respondents. Frequency, percentage and mean scores with standard deviation were used to measure central tendency of the collection data. On the other hand, inferential statistics such as t-test was computed using SPSS software packages to see statistical significance, difference and level of agreement across various variables between the groups. Percentage and frequency were used because these are easier to interpret and useful to compare the trend over item or among categories. Moreover, the study would employ mean score for the analysis of questionnaires. Mean score takes all scores in to account and support percent. Likert scale and open ended items would be employed to identify to what extent respondents agree or disagree. As Vander and Johnston (2009) reveal qualitative data provides a richer and more in depth understandings of the population under study. The data would be collected from the unstructured interview; open ended question items, FGD and the document analysis would be analyzed and interpreted qualitatively.

3.8. Ethical Considerations

After receiving official letter of cooperation from Haramaya University, the researcher communicated with all institutions and individual participants formally and smoothly. Any communication with the concerned bodies was accomplished at their voluntary permission without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents and the school records were kept confidential.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter has two parts: the first part deals with the characteristics of the respondents and the second part presents the analysis and interpretation of the main data. This part of this study was to present, analyze and interpret the collected data in order to answer research questions based on the objective which aimed at assessing women's Representation in School Leadership Position, Policy and Practices in Secondary School of Arsi Zone. The researcher used both quantitative and qualitative data was gathered by using questionnaire, interview, document analysis and focus group discussion. The data gathered through interview and focus group discussion were supposed to accompaniment the quantitative data. Moreover, document analysis was conducted with all available relevant documents. Questionnaire was distributed to 141 respondents and 139 (98.5%) were returned. The return rate of questionnaire was 67 (48.2%) copies from teachers and 72 (51.79%) copies from leaders. The eight (8) WEO female expert interviewers were interviewed and the focus group discussion four (4) female teachers with their husbands' members were discussed successfully.

4.1. Demographic Characteristics of the Respondents

Understanding about the overview of the respondents characteristics was important for further analysis of their responses. Hence, attempts were made to describe the background of the respondents which directly or indirectly related to the objectives of the study. Accordingly, the general demographic characteristics of the respondents in sex, work experience age, work position and educational qualification were analyzed and discussed in terms of frequencies and percentage as follows.

Table 2: The characteristics of the respondents

S.N	Item		Teachers		Leaders		Total	
			F	%*	F	%*	F	%*
1	Sex of the respondents	Male	32	23	52	37	84	60
		Female	35	25	20 ⁺	14	55	40
		Total	67	48	72	52	139	100
2	Work experience	1-5 years	14	21	0	0	14	11
		6-10 years	16	24	9	13	25	18
		11-15 years	5	7	26	36	31	22
		16-20 years	8	12	20	28	28	20
		21-25 years	8	12	14	19	22	16
		26-30 years	9	13	3	4	12	9
		31and above	7	10	0	0	7	5
		Total	67	100	72	100	139	100
3	Current work position of respondents	Teachers	67	48				
		Leaders	72	52				
		Total	139	100				
4	Educational background	Diploma	2	3	6	8	8	6
		1 st degree	61	91	65	90	127	91
		2 nd degree	3	4	1	1	4	3
		Total	67	100	72	100	139	100

**percentages were rounded to two decimal number, ⁺not school leadership*

As listed in Table 2, item 1, 32 (23%) of teachers respondents were male whereas the remaining 35(25%) of teacher respondents were female teachers. Concerning educational leaders, 52(37.41%) were male leaders and 20(15%) were female leaders. The whole respondents 84(60%) were male respondents and 55(39%) were female respondents. This is seen especially in the past, and the practices of less empowerment women implementation create lack of experienced women in leaders. This implies that the participation of both sexes on the position is not proportional. Therefore, the number of female leaders is fewer than that of male leaders. Hence, this indicates that all of the school leaders in the sample areas of the study were male school leaders showing that the work environment was male dominated.

Gender inequality is clearly seen here where women's participation in school leadership position is much fewer or none when compared to that of male respondents. Regarding gender inequality Shakeshaft (1989), indicated that there are gender sensitive hiring mechanisms that limit women's entry to leadership position.

Regarding Table 2, item 2, which reveals the work experience of respondents, the majority of teachers were 14 (21%) and 16 (24%) of teachers had work experience between 5 and 10 and 11 and 15 years, respectively. The remaining 5 (7%) between 11-15 years, 8 (12%) between both 16-20 and 21-25 years, 9 (13%) between 26-30 years and above 31 years 7 (10%) had work experiences of teachers. Regarding educational leaders, 26 (36%) of them had work experience between 11-15 years, 20 (28%) had work experience between 16-20 years, 14 (19%) of them had experience of 21-25 years, 9 (13%) between 6-10 years, 3 (4%) had work experience between 26-30 years and between 1-5 and 30 and above no work experience 26-30 years, respectively. From this, we could conclude that leaders were relatively less experienced than teachers in the sample woredas of Arsi Zone. With regard to their educational background, as noted in Table 2, item 4, 2(2.98%) of teachers and 6(8.3%) educational leaders of both sexes were diploma holders, whereas; 61(91%) teachers and 65(90%) leaders possessed first degree. Three (3) or 4.5% of teachers and one (1) or 1.4% of educational leaders has master's degree.

4.2. Presentation Interpretation and Analysis of Data

This section of the chapter deals with presentation and analysis of the results which are gathered through questionnaire, interview and document analysis were analyzed and interpreted in line with the basic research questions raise so far. To make the data interpretation easier the respondents are classified in to two categories teachers and leaders (heads of ZEO, WEO WAO and Principals) who participated in filling the questionnaire. The woreda education bureau women experts participated in the interview part and female teachers with their husbands who participated in FGD are presented in the qualitative part.

The analyzed data were compiled and organized in a way that suits interpretation of the results in addressing the research questions. Out of a total of 141 questionnaires distributed to the selected teachers and leaders, 139 (98.58%) of them were properly filled and returned to the researcher. Among eight (8) interview respondents (women experts of WEO), eight (8) or 100% of them have properly participated and four (4)

female teachers with their husbands gave the required information on the issue under investigation. In general, 98.58% of respondents have participated to respond the issue raised through questionnaire, semi-structured interview and FGD. Therefore, the total response rate was sufficient and safe to analyze and interpret the data.

Item scores for each category were arranged under five rating scales. The range of the rating scales were strongly disagree = 1 Disagree = 2, Moderate =3 Agree = 4 and strongly agree = 5. For the purpose of analysis, the above five rank responses of closed ended questionnaires were grouped and labeled in to three categories i.e. agree, undecided and disagree. In categorizing the ratings scales, the frequency and percentage results of strongly agree and agree were combined in to Agree and the results of strongly disagree and Disagree merged to Disagree.

In the analysis of the data emphasis was given on factors that affect ‘Women’s Representation in School Leadership Position:-Policy and Practice in Secondary Schools of Arsi Zone.’ and that include: What are women self perception to come to in school leadership position?, To what extent do the woreda education officials aware of the policy and guideline regarding representing women to school leadership position?, What factors Prevent women’s representation in school Leadership position? (Socio-Cultural Factors, Family and Home Responsibility, Institutional factors and unequal opportunity of education and training) and What are the best policy practices and best strategies through which are represented in school leadership position and the gap between policy and putting it into practices presented and analyzed one by one and found out their findings as follows below.

1. Women self perception towards themselves in school leadership.

Women’s own self concept is believed to prevent them from getting appointed to leadership positions in educational system. In addition, women themselves exhibit forms of behavior that further strengthens their disadvantage. Some major once were included in this study and the summary of the data presented. See Table 4.3.2below.

Table 3: Responses on women self perception of women towards in school leadership themselves

No	Items	Respondents	Likert scale										N	Mean	SD.	t	P
			F	1 %	F	2 %	F	3 %	F	4 %	F	5 %					
1	Women still acknowledge as masculine	Teachers	7	10.4	13	19.4	14	20.8	18	26.8	15	22.3	67	3.33	1.319	1.065	0.587
		Leaders	4	5.5	15	20.8	13	18.0	25	34.7	15	20.8	72	3.44	1.197	.535	0.589
2	Women exhibit poor risk taking	Teachers	10	14.9	13	19.4	10	14.9	19	28.3	15	22.3	67	3.13	1.347	.533	0.329
		Leaders	8	11.1	10	13.8	13	18	31	43	10	13.8	72	3.35	1.212	-.953	0.330
3	Women underestimate their abilities	Teachers	2	2.9	9	13.4	6	8.9	18	26.8	26	38.8	67	3.69	1.395	-.957	0.378
		Leaders	8	11.1	9	12.5	10	23.6	29	40.2	16	22.2	72	3.49	1.296	1.065	0.380

Notice: df (139) at $p \geq 0.05$; Strongly disagree (1) = 1.49; Disagree (2) = 1.50 - 2.49; Undecided (3) = 2.5-3.49; Agree (4) = 3.50-4.49; Strongly agree (5) = 4.5-5.0); SD = standard deviation, p = significance level

Regarding, Item 1 on Table 3 Respondent's views on problems related women still acknowledge that the world as masculine rated as agreed for average mean score 3.385. The mean scores 3.33 and 3.44 respectively. In other words, the respondents' responses agreement that women's acknowledge that the world was as 'masculine' affected the entry in school leadership position. The t-test revealed that the significance level ($p=0.587$) is greater than 0.05 this shows there is no significance difference between the two groups of respondents' perception regarding women acknowledge themselves the world as masculine. In this regard 73(52.51%) of respondents agreed that women acknowledge the world as masculine affected their participation in school leadership whereas 39(28.05%) of the respondents disagreed that women acknowledge the world as masculine affected the participation in school leadership and 27(19.42%) of respondents could not make decision about the item view. During an interview one of woreda woman expert reported that;-

...women traditional perceptions were school leadership only for male teachers. And they observed from student up to teacher they saw male school leadership in the school. For this case many women still acknowledge that the world as masculine special on school leadership they belongs for male leadership.

Therefore, one may inferred that the findings is women still acknowledge that the world as masculine perception of women affected women's representation of in school leadership in secondary schools of Arsi Zone. McLoughlin (1992) supported this findings 'lack of self-confidence also helps to explain why females internalize failure and males externalize it.' And Leliftu (2014) supported the findings "lack of confidence, they are not aspired to become leaders.

As it is indicated on item 2 in Table 3: the computed mean scores of the two groups of respondents on women exhibit poor risk taking of them were 3.13 and 3.35 respectively, both reflected the item as a 'moderately level cause'. That means teachers and leaders were found to have moderately agreement that women exhibit poor risk taking of themselves factor to get into leadership positions. The average mean score was 3.24 was also respondents rated that moderately agreed of women risk taking of themselves. The t-test is calculated significance level ($t=0.533$) is less

than 1.96) and $p = (0.329)$ is greater than alpha value (0.05) that implies no significant difference. In this respect 75(53.95%) of the respondent agreed that women fear of risk taking affected their participation in school leadership whereas 41(29.49%) of the respondents disagreed that women exhibit poor risk taking themselves as entry of women to leadership position. And 23(16.54%) of respondents could not make decision about item. Therefore thus one may assume from the analysis women exhibit poor risk taking was affected their participation in school leadership.

Regarding item 3 in Table 3 the mean scores of both the teachers and leaders were 3.69 and 3.49 respectively. This means respondents rated agreed and moderately agreed women underestimate their abilities and perceive themselves as less skillful and passive in school leadership teachers and leaders respectively. The respondents rated the item with average mean score of 3.59. That indicated effect of the women underestimate their abilities and perceive themselves as less skillful and passive in leadership 'agreed level cause' that inhibited women's participation in school leadership position. To this point, 89(64.03%) of the respondents agreed that women underestimate themselves affected their participation in school leadership and 28(20.14%) of the respondents disagreed on the item that women underestimate themselves affect their participation in school leadership and 31(22.30%) of respondents could not make decision about item. The t-test value ($t=1.665$) is less than 1.96) and p-value of 0.378 is greater than 0.05 indicates that both teachers and leaders do not have statistically significant differs in their average agreement towards the item. From researcher view of women underestimate their abilities and perceive themselves as less skillful and passive in leadership.

... most of women underestimate themselves, when leaders delegate a head of some work position for them, they refused hardly the position of the work. If in if the position invites them, they do not take the positions politely. They thought themselves as less skillful and less ability to do the position.

Therefore, the finding shows that women underestimate their abilities and perceive themselves as less skillful and passive in leadership was the main factor affected women's representation in school leadership in secondary schools of Arsi Zone. This finding supported by McLoughlin (1992), confidence is the key factor for every

woman in management, Powner and Weiner (1991) also agree with the idea of confidence is the key factor for every woman.

2. WEO aware of the policy and guideline regarding representing women to school leadership position.

Concerning this part, the respondents were asked to put their degree of agreement to what extent education officials aware of the policy and guideline regarding representing women to school leadership position which were believed to affect women's participation in school leadership especially in secondary school of Arsi Zone. Respondents were asked to determine whether education officials have enough qualification, experience, attitude and commitment to empower women for leadership position and where they believe in diversity of school leadership. The responses given by respondents, 1= strongly disagree 2=Disagree 3=moderately 4=Agree 5=strongly agree are presented in the following table.

Table 4. Respondents' Views on the extent education officials aware of the policy and guideline.

No	Items	Respondents	Likert scale										N	Mean	SD.	t	P
			1		2		3		4		5						
			F	%	F	%	F	%	F	%	F	%					
1	Officials have enough training	Teachers	20	29.8	14	20.8	11	16.4	10	14.9	12	18	67	2.55	1.049	-.891	.370
		Leaders	9	12.5	36	50	1	1.38	15	20.8	11	15.3	72	2.74	1.353	-.899	.828
2	Officials have enough experience	Teachers	19	28.35	20	29.8	14	20.8	10	14.9	4	5.97	67	2.66	1.452	-.218	.828
		Leaders	19	26.4	18	25	17	23.6	15	20.8	3	4.1	72	2.71	1.337	-.218	.639
3	Officials apply the policy and guidelines correctly.	Teachers	19	28.3	20	29.8	14	20.8	10	14.9	4	5.97	67	2.40	1.219	-.471	.639
		Leaders	10	13.8	21	29.1	15	20.8	23	31.4	3	4.1	72	2.50	1.210	-.470	.051
4	Officials have not biased (affiliation)	Teachers	25	37.3	16	23.8	13	19.4	9	13.4	4	5.97	67	2.27	1.262	-1.965	.051
		Leaders	19	26.3	15	20.8	16	22.2	13	18.0	9	12.5	72	2.71	1.368	-1.971	.461
5	Officials are free from relativity and corruption	Teachers	25	37.3	22	32.8	8	19.4	8	11.9	4	5.97	67	2.16	1.226	-.740	.459
		Leaders	24	33.3	19	26.3	15	20.8	8	11.1	6	8.3	72	2.35	1.280	-.742	
6	Officials believe in diversity	Teachers	25	37.3	22	32.8	8	11.9	8	11.9	4	5.97	67	2.54	1.159	-.860	.391
		Leaders	24	33.3	19	26.3	15	20.8	8	11.1	6	8.3	72	2.76	1.348	-.861	.291

As indicated in item 1 in Table 4 the two respondent groups asked to indicate their views regarding whether officials have enough training about policies and guidelines of school leadership. Both teachers and school leaders group rated 'disagree' with mean values of (M=2.55, SD=1.049) and (M=2.74, SD=1.353) respectively. In addition to this, the combined mean 2.645 also implies that both groups disagreed that officials have enough training about policies and guidelines of school leadership. On the other hand, the computed t-test value ($t=0.891$) is less than 1.96) and with p-value 0.828 is greater than 0.05 and these indicate that there is no statistically significant difference in perception between the two groups of respondents towards the item. The majority 79(56.8%) of the respondents disagreed that officials have enough training about policies and guidelines of school leadership while 48(34.5%) of the respondents agreed that officials have enough training about policies and guidelines of school leadership and the rest 12 (8.67%) could not make decision on the item.

The responses obtained from interview reflected that:-

... Majority of officials do not have enough training about policies and guidelines of school leadership. Most of the officials were teachers and assigned to different position without training on the policy and guideline .They implemented any activities in office traditionally not based on policies and guidelines.

Document analysis of officials' qualification profile of woreda education office indicated as most of officials have subject wise qualification in each sampled woreda. General, the finding from quantitative data and qualitative clearly reflected that officials have no enough training about policies and guidelines of school leadership policy was the major problems that affected women's representation in school leadership in secondary schools of Arsi Zone

Regarding item 2 on Table 4 which sought to indentify whether the officials have enough experience about the recruitment and selection of women's representation in school leadership position, the responses indicated that the average mean score was 2.68 that is moderately with mean scores M=2.66, SD=1.452 and M=2.71, SD=1.1337, for teachers and leaders respectively. The t-test value ($t=0.218$) is less than 1.96) and with p-value 0.7335 is greater than 0.05 which shows that there is no statistically significant difference in perception between teachers and leaders towards the item. The

majority of 76(54.67%) of respondents disagreed that the officials have enough experience about the recruitment and selection of women's representation in school leadership position while 32(23.02%) rated of the respondents agreed that the officials have enough experience about the recruitment and selection of women's representation in school leadership position and the rest 31(22.3%) could not make their decision. In relation to this, information obtained from interview indicated that:-

... The officials have no enough experience about the recruitment and selection of women's representation in school leadership position. Because there were turn over officials and change of officials to another sectors years of years .This means that, they have less enough experience about the recruitment and selection of women's representation in school leadership position.

Therefore, one may surmise that lack of work experience of officials affected the involvement of women in school leadership in secondary schools of Arsi Zone. These findings supported by Netsant, (2013) less commitment of officials to implement sensitive policies, were barriers for the low participation of women principals in secondary schools.

On Table 4 item 3, concerning whether woreda officials apply the policies and guidelines correctly, the respondents rated with average mean score of 2.45 with individual mean scores (M=2.40, SD=1.219 and M=2.50, SD=1.210) respectively. Both scores indicate that they apply the policies and guidelines at moderate level. The t-test result ($t=0.471$) is less than 1.96) and p-value of 0.639 greater than 0.05 proves that there is no statistically significant difference in perception between teachers and leaders.. Accordingly, the majority 70(50.3%) of the respondents showed disagree whereas 40(28.7%) of the respondents agreed that the officials apply the policies and guidelines correctly and 29(20.86%) couldn't decide on the item. This indicated that the officials did not apply the policies and guidelines correctly. From document analysis

... the directives used as a guideline of school leader career development. The MOE, (2009) also indicates that performance appraisal result cover 50% of the points given for the criteria. But they developed another guideline (criteria) for selection of school leadership. And interviews supported

...complain there is full of bias and subjectively. Officials further noted that it victimizes female teachers who are not part of the informal network in which some positive understanding is ignored between evaluators and staff.

Therefore, the one decided that officials were not apply the policy of school leadership career development guideline correctly

As it can seen in the Table 4 item 4, respondents asked to rate their degree of agreement on the item that states officials have not biased to the members of political party (affiliation to the ruling party). Both teachers and leaders groups of respondents rated disagree with which their mean values were (M=2.27, SD=1.262 and M= 2.71, SD=1.368) respectively. The t-test revealed the significance level (t=1.971) is less than 1.96) and (p-value =0.051) is greater than 0.05 indicates that there is no statistically significant difference between the responses of the groups of respondents on the officials have not biased to the members of political party (affiliation to the ruling party) apply to school leadership. In respect to this, the majority 75(53.9%) of the respondents disagreed to view of the item whereas 35(25.17%) of respondents agreed to idea of the item and 29(20.86%) of the respondents could not make their decision on the item. This finding rated with average mean value of (M=2.49, SD= 1.315) disagree for the item mean that the officials have not biased to the members of political part (affiliation to the ruling part). This finding supported information obtained from interviewees indicated that:-

„, all school leaders were given by assign for only the members of political party. In order to register for school leadership first of all they must bring membership letter from woreda ruling part office. If they are not a member of the ruling part, they can't be selected school leadership. Because of these many experience women school leadership were absent.

From document analysis indicated that all school leadership are membership of ruling part. Thus, one may infer that from the finding the officials have biased to the members of political party (affiliation to the ruling party) to school leadership which highly affected women's representation in school leadership position,

As indicated in item 5 on Table 4, the two respondent groups were asked to point out their views regarding the officials are free from relativity and corruption when selecting women's participation in school leadership position. The responses of teachers and leaders on the item shows mean values of $M=2.16$, $SD=1.226$ and $M=2.35$, $SD=1.280$ respectively indicated that both were disagree with view of the item. The t-test result $t=0.860$ is less than at critical table value 1.96 and with p-value 0.459 greater less than 0.05. These indicate that there is no statistically significant difference in perception between the two groups of respondents towards the item. The majority 90(64.7%) of the respondents disagreed that the effect of the officials are free from relativity and corruption when selecting women's participation in school leadership position while 36(25.8%) of the respondents agreed that the effected the officials are free from relativity and corruption when selecting women's participation in school leadership position and the rest 23(16.5%) could not make decision on the item. The t-test result with p-value .459 is greater than 0.05 shows that there is no statistically significant difference in perception between teachers and educational leaders towards the item. The responses obtained from interview reflected that:-

... majority officials depend on their relative ethnic or took corruption from selections leaders. First officials proposed (assigned) the one they want for school leadership. Sometimes the selection criteria are constructed depending on the interests of persons who hire leaders or depend on wanted network."

Therefore, one may surmise that from the finding the officials are not free from relativity and corruption when selecting women's participation in school leadership position. This finding supported by Natsanat, (2013) officials to implement informal network of men, absence of role models and low educational background of women were barriers for the low participation of women principals in secondary schools.

Regarding item 6 in the Table 4, officials believe in diversity of school leadership position rated by respondents. The responses indicated that the average mean score 2.65 rated it as moderately effect with mean scores ($M=2.54$ $SD=1.159$ and $M=2.76$, $SD=1,348$) for teachers and leaders respectively which shows that again moderately. The t-test result $t=0.861$ is less than at the critical table value 1.96 and with p-value .391 greater than 0.05 shows that there is no statistically significant difference in

perception between teachers and leaders towards the item. The majority 90(64.7%) of respondents disagreed that the effect they believe in diversity of school leadership position and 26(18.7%) of the respondents agreed that the effect they believe in diversity of school leadership position and the rest 23(16.5%) could not make their decision. In relation to this, information obtained from interviewees indicated that:-

...officials still know do not believe the diversity of school leadership. They selected only men leadership in secondary school all in all there were no any diversity (no women leadership in secondary schools as our woreda and other woreda. Still know I did not see women high school leadership). Because they thought that women leadership could not success their work properly.

Therefore, one may surmise that the findings of the officials have not believed in diversity of school leadership position. This finding supported by According to the CEDAW, 1993; the constitution of Peoples Democratic Republic of Ethiopia (PDRE) in 1988 reflects Government's policy regarding women in development gives general assurance asserting on 30% to the state shall provide women with special support, particularly in education, training and employment, so that they may participate in political, economic, social and cultural affairs on equal basis with men

3. Factors that affect women's representation in school leadership position

In this section of the thesis factors that affected women's representation such as, socio-cultural factors, family and home responsibility, Institutional factors and unequal opportunity of education training are discussed. The predominant assumption in the society and school communities about women and their skill have been evidenced as determinant factor to women's participation in school leadership roles.

3.1. Women Home Responsibility

Women perform double roles of production and reproduction in the family and the society, women perform a variety of jobs daily. Most often, their work remains invisible but it contributes a major part of the world economy. In this section, respondents required to rate their level of agreement on items related to family related

and home responsibility that are believed to be a factor to women's under representation using a five point Likert scale .

Table 5. Respondents view on Family and Home Responsibility

No	Items	Respondents	Likert scale										N	Mean	SD	T	p
			F	1 %	f	2 %	F	3 %	F	4 %	F	5 %					
1	Women's responsibility in the family and home affect	Teachers	13	19.4	14	20	15	22.3	18	26.8	7	10.4	67	2.88	1.29	-.941	.348
		Leaders	10	13.8	13	18	19	26.3	21	29.1	9	12.5	72	3.08	1.24	-.940	.349
2	Women's role of child bearing and care take	Teachers	5	7.4	19	28	16	1.4	23	34.3	4	5.97	67	3.33	1.03	-.680	.498
		Leaders	4	5.5	8	11	17	23.6	38	52.7	5	6.9	72	3.44	.977	-.679	.499
3	Women's lack of support from family (parents) affects	Teachers	2	2.9	7	10	25	38.8	27	40.2	6	8.9	67	3.42	.907	.519	.605
		Leaders	5	6.9	10	13	19	26.3	33	45.8	5	6.9	72	3.33	1.00	.521	.603

As could be seen on Table 5, item 1, respondents asked to rate women's family responsibility as a factor for under representation women in school leadership. As reflected on the table its weight means score of 2.96 indicating the issue to be a 'moderately level cause' that could possibly prevent women's entry into higher leadership positions. The mean scores of the two groups of respondents are 2.88 and 3.08 for teachers and leaders respectively. Therefore, both groups of respondents rated it as a 'moderately level cause' for the underrepresentation of women. The t-test was employed ($t=0.941$ is less than 1.96) and the p-value obtained (0.348) is greater than the alpha value (0.05). Thus, this implies that there is no statistically significant difference in perception between the respondents on the item. In respect to this majority 55(39.5%) of the respondent agreed that family and home responsibility affect the participation of women in school leadership whereas 50(35.97%) of the respondents disagreed that family and home responsibility affect their participation to leadership position. 34(24.46%) were on moderately perception of the item.

Therefore, one may suppose that women home and family responsibility affected their participation in school leadership position. This, the finding supported by Shakeshaft et al., (2007), that "family and home responsibilities are more likely to affect the career patterns of women than men", Meron(2003), women are mothers, wives, and breadwinners in their home. Due to these multiple roles women are being confined to domestic roles with little opportunities and exposure to leadership and decision making positions. And Hirut (2015), the factors affecting women's representation in school leadership were women's home and family responsibilities.

As depicted on Table 5 item 2, respondents asked to rate where women role of child bearing, and taking care of family as a factor for underrepresentation of women in school leadership. The average means score 3.385 indicating the issue as 'moderately level cause' that could possibly prevent women's entry into higher leadership positions. The mean values for the two groups were 3.33 and 3.44 for teachers and leaders respectively with a 'moderately level cause' as well. In this regard, 70(50.35%) of the respondents agreed that women's childbearing and taking care of family affect the participation of women and 36(25.89%) of the respondents disagreed that women's

childbearing affect their participation in school leadership. Were as 33(23.74%) of respondents could not make decision on the item. T-test was computed for the item ($t=0.680$) is less than 1.96) and and the p-value obtained (0.498) is greater than the alpha value (0.05). Therefore, the comparison of the two means indicates that no statistical significant difference in perception between the two groups of respondents towards the item. The finding from FGD clearly reflected that:-

... the major communities (societies) were be given women's role of child bearing and taking care of the family. Women themselves instead of their leadership they prefer their children. Because of these loaded work that hinders women's representation in secondary school leadership.

Generally, I understand from data the finding that women's role of child bearing and taking care of the family was a major cause that prevent representation of school leadership. This finding is consistent with Shakeshaft's (2007) "in most families, females are still responsible for the majority of child care and homemaking".

Concerning item 3, in Table 5, respondents were asked to rate whether perception women's lack of support from family (parents) affects their representation in school leadership. This issue ranked with a grand mean of 3.375. The mean scores 3.42, and 3.33 for teachers and leaders respectively. Thus, all rated the issue as a 'moderately level cause 'for the underrepresentation of women in school leadership. T value ($t=0.521$) is less than 1.96) and The obtained p-value (0.605) is greater than alpha value (0.05). Therefore, the test revealed that there is no statistical significant difference observed on the issue between teachers and leaders. In respect to this, 71(51.07%) of the respondents agreed that women's lack of support from family (parents) affects their representation in school leadership whereas 24(17.26%) of the respondents disagreed women's lack of support from family (parents) affects their representation in school leadership. And 44(31.65%) of respondents could not make their decision on the item. Data from FGD was reflected her opinion that:-

...she explained that, support from husband is determinant. Except few, most husbands do not want their wife to be a leader. They accuse their wives as if not paying attention to their family. Due to multiple roles of women being confined to domestic roles with little opportunities and exposure to public life, leadership

and decision making positions. In addition, women are expected, first to be responsible for the family and managing the home. They are challenged by the need to balance triple roles home, community and work.

Based on the findings generally it is safe to conclude both groups of respondents agreed that women are more responsible to home and family related issues and this is a major factor hindering women's entry to school leadership position.

In general, the average mean for all items in the above table (3.24) was rating family and home responsibility as a major cause for women's under representation in leadership roles. This implies that women expected to give time for their family. Thus, one may infer from the above finding family responsibility affects women involvement in position due to lack of support from partner, responsibility to family related issues and child bearing and taking of family care. The finding supported by Marshal (1985) home and family responsibility on women is also another factor for lack of aspiration to in school leadership.

3.2. Institutional Factors Affecting Women's Participation

This part of the analysis was attempted to investigate the major possible institutional factors that are believed to act as barriers to women's participation in school leadership in Arsi Zone. The major factors were listed below and rated by the respondents. The findings are depicted below in table 4.3.4.

Table 6. Respondents view on institutional factors affecting

No	Items	Respondents	Likert scale										N	Mean	SD	T	p
			F	1 %	F	2 %	F	3 %	F	4 %	F	5 %					
1	Women have been assigned as head of unit leader	Teachers	40	59.7	20	29.8	6	8.8	1	1.4	-	-	67	1.49	.704	-.096	.61
		Leaders	49	68	12	16.6	10	13.8	1	1.3	-	-	72	1.44	.767	-.096	.614
2	Women have been assigned as home room teachers	Teachers	14	20.8	17	25.3	16	23.8	14	20.8	6	8.9	67	2.64	1.322	2.540	.800
		Leaders	20	27.7	20	27.7	10	13.8	13	18.0	9	12.5	72	2.58	1.392	2.508	.800
3	Supporting women to form professional network	Teachers	21	31.3	17	25.3	12	17.9	11	16.4	6	8.9	67	2.49	1.341	3.291	.132
		Leaders	39	54.1	10	13.8	7	9.7	8	11.1	8	11.1	72	2.14	1.407	3.254	.132
4	Making women role models in school	Teachers	23	34.3	25	37.3	7	10.4	8	11.9	4	5.9	67	2.15	1.158	-3.371	.986
		Leaders	28	38.8	19	26.3	14	19.4	6	8.3	5	6.9	72	2.15	1.146	-3.429	.986
5	systems of assigning women for mentors in	Teachers	33	49.2	20	29.8	8	11.9	6	8.9	-	-	67	1.82	.968	-4.004	.003
		Leaders	25	34.7	24	33.3	15	20.8	5	6.9	3	4.1	72	2.68	1.243	1.746	.003
6	School commitments to apply affirmative action	Teachers	13	19.4	14	20.8	8	11.9	27	40.3	5	7.4	67	2.63	1.347	-3.429	.186
		Leaders	14	19.4	19	26.3	12	16.66	26	36.1	1	1.3	72	2.33	1.256	-2.004	.187

As indicated in Table 6, item 1 respondents were requested whether women have been assigned as head of unit leader in the school the same as men. The responses were rating it as 'disagreed level cause' with the average mean of 1.465, and mean scores of 1.49 and 1.44 of teachers and leaders respectively. The two groups have similar level of disagreement on the issue. The t-test result ($t=0.096$) is less than 1.96) and with p-value of 0.616 is greater than 0.05 indicates that the two groups of respondents do not statistical significantly differ in their average ratings towards the item. The majority of 121(87.05%) of the respondents highly disagreed that women have been assigned as head of unit leader in the school whereas 2(1.43%) of the respondents agreed that women have been assigned as head of unit leader in the school the same as men. And 16(11.57%) of respondents could not make their decision about item.

During FGD one member respondents reported that:-

...School leadership did not want to assign female teachers as unit leader of school. He accepts that female teachers cannot do their responsibility (they cannot lead both teachers and students of school properly). Female teachers also did not voluntary to be unit leader, they are very afraid leading the whole teachers and students of secondary school. I have been working for 11 years in this school and I did not see woman unit leader in this school.

Therefore, the findings indicate that women have not been assigned as head of unit leader in the school as the same as men. This affected women's representation in school leadership. That means there are no women who are unit leader in the school for 11 years.

As shown in table 6 item 2, respondents asked to indicate their agreement whether women have been assigned as home room teachers as the same as male teachers. Accordingly, the grand mean value of the item (2.61) that indicated a 'moderately level cause' of agreement. The means scores 2.64 and 2.58 for teachers and leaders respectively rating it as 'undecided level cause' that women have been assigned as home room teachers as the same as male teachers. Majority 71(51.07%) of the respondent disagreed that women have been assigned as home room teachers as the same as male teachers and 42(30.21%) agreed that women have been assigned as home room teachers as the same as male teachers affected their representation in school

leadership. And 26(18.70%) of respondents response undecided the item view. T-test was calculated ($t=-2.508$) is less than critical value of the table 1.96 and the p-value of 0.800 is greater than alpha value (0.05). Therefore, this implies that there is no statistically significant difference in perception between teachers and leaders on the item. Thus, most women have low level assigned as home room teachers as the same as male teachers affected women's representation in school leadership in secondary schools of Arsi Zone.

As pointed out in item 3, in the Table 6 respondents asked to indicate their level of agreement whether there are supporting women to form professional network in school or not. Majority 87(62.58%) of the respondents disagreed, Whereas 33(23.74%) of the respondent agreed that supporting women to form professional network in school. And 19(13.66%) of respondents were response undecided the item. The average mean score 2.315 that indicate as 'disagree'. The mean scores 2.49 and 2.14 respectively for teachers and leaders reflecting the same rating disagree level cause. The t-test result t-value -3.254 is less than 1.96 and with p-value of 0.132 greater than 0.05 indicates that the two groups of respondents have no statistically significant differs in their average ratings towards the item. Therefore, the finding indicated that there was no supporting woman to form professional network in the school the same as male teachers.

As can be seen in Table 6.item 4 with a weighted mean of 2.15 and the mean values for the groups of respondents were the same 2.15 and 2.15 respectively for teachers and leaders which indicates 'disagree level cause' of the item. Majority 95(68.34%) of the respondent disagreed, whereas 23(17.1%) of the respondent agreed that there are making women role models in school to be leader enhance women participation affected their involvement in school leadership. And 22(15.82%) of respondents could not make decision. The t-test result ($t=-3.371$) is less than 1.96) and with p-value of 0.986 is greater than 0.05 indicates that the two groups of respondents have no statistically significant differs in perception between teachers and educational leaders towards the item. Thus, from the result obtained clearly understood that there are no making women role models in school to be leader affected women's representation in school leadership positions in Arsi Zone.

As pointed out in item 5, in the Table 6, respondents were asked to indicate their level of agreement whether there are systems of assigning women for mentors in school to be a leader or not. Majority 102(73.38%) of the respondent disagreed that there are systems of assigning women for mentors in school to be a leader or not. whereas 14(10.07%) of the respondent agreed that there are systems of assigning women for mentors in school to be a leader or not. And 23(16.54%) of respondents could not make decision about the item view. The average mean score 2.25 that rated it as ‘disagree level cause’. The mean scores of the two groups were 1.82 and 2.68 of teachers and leaders reflecting ‘disagree level cause’ and ‘moderately level cause’ respectively. The t-test result ($t=-4.004$) is less than 1.96) and with p-value of 0.003 is than 0.05 indicates that the two groups of respondents have statistically significant differs in their average ratings towards the item.

FGD reported on women mentor that.

...Female teachers did not voluntary to be a mentor special for male teachers. Female teachers mentee do not want female teachers for them mentor. Because of these there was no female teachers to assigned as mentor in the school.

Therefore, the finding indicated that there are no systems of assigning women for mentors in school to be a leader. Thus, this lack of system of assigning women for mentor affected women’s representation in school leadership.

As can be seen in Table 6 item 6 with a weighted mean of 2.48, the mean values for the groups of respondents were 2.63 and 2.33 respectively for teachers and leaders. Majority 60(43.16%) of the respondent disagreed that school commitments to apply affirmative action in practice to be women leader. Whereas 59(42.44%) of respondents agreed school commitments to apply affirmative action in practice to be women leader enhance women participation affect their involvement in school leadership and 20(14.388%) of the respondent could not make decision about the item view. The t-test result ($t=-3.429$) is less than 1.96) and with p-value of 0.186 is greater than 0.05 indicates that the two groups of respondents have no statistically significant differs in perception between teachers and leaders towards the item. Thus, from the result obtained clearly understood that lack of school commitments to apply affirmative

action in practice to be women leader affect women's participation in school leadership positions in Arsi Zone.

4. The policy, Strategies, Guideline and Best Practices through which Women are Placed (Represented) in School Leadership Position.

4.1. Policy enhancing women's representation in school leadership position and the gap between policy and putting it into practices

The policy of school leadership plays a great role in achieving the desired goals of women empowerment in the school leadership. In this section the researcher assessed the perception of teachers and leaders towards the policy and guidelines, effective planning of policy, promoting policy, delegating policy, the gap between policy and designing of policy that enhance women's representation in school leadership and practicing it.. Thus, five items that could help analysis of the perception of the respondents' response were identified and presented to the respondents to be rated on a five point Likert scale (i.e. strongly disagree=1, Disagree=2. undecided = 3, Agree = 4, strongly agree = 5,). For the sake of analysis, the obtained mean scores were interpreted as follows: <2.49 = 'Disagree, 2.50-3.49= 'Moderately, 3.50-4.49= Agree' and 4.50 -5.00=strongly agree'(See table 4.2.3.below).

Table 7; Respondents view of policy enhancing women's representation in school leadership position and the gap between policy and putting it into practices

No	Items	Respondents	Likert scale										N	Mean	SD	t	P
			f ¹	%	F ²	%	F ³	%	F ⁴	%	F ⁵	%					
1	Policy and guidelines enhance Women's	Teachers	24	35.8	20	31.3	10	14.9	8	11.9	5	7.4	67	2.24	1.244	.009	.000
		Leaders	9	12.5	16	40.2	20	27.7	15	18	12	16.6	72	3.01	1.273		
2	The policy effectively plan	Teachers	12	17.9	17	25.3	23	34.3	10	14.9	5	7.4	67	2.72	1.165	1.29	.076
		Leaders	10	13.8	15	20.8	20	27.7	12	16.6	15	20.8	72	3.10	1.334		
3	The policy to delegate for Women position.	Teachers	18	26.8	30	44.7	7	10.4	8	11.9	4	5.97	67	2.18	1.266	1.03	.573
		Leaders	4	5.5	33	45.8	17	23.6	12	16.6	6	5.5	72	2.29	1.080		
4	There is no gap between policy and practicing it.	Teachers	24	35.8	25	37.3	6	8.9	6	8.9	6	8.9	67	2.25	1.159	.251	.010
		Leaders	17	23.6	30	41.6	16	22.2	5	6.9	4	5.5	72	2.74	1.007		
5	The policy well practice women	Teachers	13	19.4	25	37.3	16	23.8	8	11.9	5	7.4	67	2.51	1.160	.041	.911
		Leaders	15	20.8	24	33.3	18	25	13	18	2	2.7	72	2.49	1.100		

As indicated in table 7, item 1 respondents were requested to rate if policy and guidelines enhance women's representation in school leadership. The responses were rated it as 'moderately agreed' with the average mean of 2.62, and the mean scores of 2.24 and 3.01 respectively. Teachers group have rated it as low level effect and leaders group have rated it as moderate level effect of agreement on the issue. The t-test result with p-value of 0.000 is less than 0.05 and t-value 0.009 is than 1.96, indicates that the two groups of respondents do have statistical significantly difference in their average ratings towards the item. In this respect, 69(49.6%) of the respondent disagreed that policy and guidelines enhance women's representation in school leadership affect the participation of women in school leadership. whereas 40(28.77%) of the respondent agreed that policy and guidelines enhance women's representation in school leadership affect the participation of women in school leadership. And 30(21.58%) of respondents could not make decision of the item. From interview reported that:-

...The policy and the guideline of school leadership development is not clear. There is no specific measurement which enhances women's representation in school leadership. What we saw on the notice only women will be encouraged.

Therefore, the findings indicate that at policy and guidelines were not enhance women's representation in school leadership. That means the policy and guideline still know are not enhance women's representation in school leadership in the researcher area. There are no women in school leadership in secondary schools in sample researcher.

As shown in Table 7, item 2, respondents asked to indicate their level of agreement to item which states the policy effectively plan and coordinate women's representation in school leadership position. Accordingly, it was ranked at grand mean value of 2.91 o indicating a moderately level of agreement. The mean scores for teachers and leaders were also 2.72 and 3.10 respectively showing 'moderately agreement' that the effective planning and coordination of policy affected women's representation in school leadership position and their participation. Majority 54(38.8%) of the respondents disagreed, whereas 42(30.2%) of respondents agreed that the policy facilitated the effective planning and coordination of women's representation in school leadership

position and 43(30.9) of respondents couldn't decided about the item. T-test was calculated and the p-value of 0.076 is greater than alpha value (0.05) and t-value 1.29 is less than 1.96. Therefore, this implies that there is no statistically significant difference in perception between teachers and leaders on the item. Thus, the findings indicate that the policy did not help to effectively plan and coordinate women's representation in school leadership position.

As pointed out in item 3, in the Table 7 respondents asked to indicate their level of agreement the policy to delegate for women's school leadership position. Majority 85(61.11%) of the respondent disagreed, whereas 30(21.5%) of the respondent agreed that the policy to delegate for women's school leadership position and 24(17.2%) of respondents could not make decision about item. The average mean score 2.23 that showing a 'moderately agreement'. The mean scores of the two groups 2.18 and 2.29 respectively reflecting the same level rating. The t-test result with p-value of 0.753 greater than 0.05 and t-value 1.03 is less than 1.96 indicates that the two groups of respondents have no statistically significant differs in their average ratings towards the item. Therefore, the findings indicated that the policy was not to delegate for Women's school leadership position.

As can be seen in Table 7 item 4 with a weighted mean of 2.48 and the mean values for the groups of respondents were 2.25 and 2.27 respectively for teachers and leaders and which indicated that moderately level cause agreement. Majority 96(69.06%) of the respondent disagreed, whereas 21(15.1%) of the respondent agreed that there is no gap between policy and practicing it. And 22(15.82%) of respondents could not make decision about the item. The t-test result with t-value 0.251 is less than 1.96 and p-value of 0.10 is greater than 0.05 indicates that the two groups of respondents have no statistically significant differs in perception between teachers and leaders towards the item. Thus, from the result obtained clearly understood that there is a wide gap between policy and practicing it affect women's participation in secondary school leadership positions in Arsi Zone.

As can be seen in Table 7 item 5 with a weighted mean of 2.50 and the mean values for the groups of respondents were 2.51 and 2.49 respectively for teachers and leaders. Majority 77(69.06%) of the respondents disagreed, whereas 28(20.14%) of the respondents agreed that the policy well practice women's representation with educational officials. And 34(24.46%) of respondents could not make decision on the item. The t-test result with t-value 0.041 is less than 1.96 and p-value of 0.911 is greater than 0.05 indicates that the two groups of respondents have no statistically significant difference in perception between teachers and leaders towards the item. Thus, from the result obtained clearly understood that and practicing it affect women's participation in secondary school leadership positions in Arsi Zone.

4.2. The best strategies Women's representations in school leadership position.

The best strategies Women's representations in school leadership position would be analysis in this section. In this section researcher was to assess the perception of teachers and leaders towards the best strategies of stakeholders commitment to implement gender sensitive, recruitment criteria, Using quota law, diversity leadership council, action on breaking traditional patterns and integrating gender equality and international women convention implementation could analysis the perception of the respondents' response were identified and presented to the respondents to be that rated on a five point Likert scale (i.e strongly disagree=1, Disagree=2. undecided = 3, Agree = 4, strongly agree = 5,). For the sake of analysis, the obtained mean scores were interpreted as follows <1.49 =strongly disagree 1.50-2.49 = 'Disagree, 2.50-3.49='Moderately , 3.50-4.50=Agree' and >4.50 'strongly agree'.(See table 4.2.4.below).

Table 8. The best strategies women's representations in school leadership position

No	Items	Respondents	Likert scale										N	Mean	SD	t	P
			F	1 %	F	2 %	F	3 %	F	4 %	F	5 %					
1	Presence of policies, strategies and	Teacher	4	5.97	11	16.4	24	35.8	24	35.8	4	5.97	67	3.19	1.091	1.37	.312
		Leaders	2	2.7	11	15.2	24	33.3	27	37.5	7	9.72	72	3.36	.818	1.35	.313
2	Officials' commitment to implement gender	Teacher	4	5.97	9	13.4	22	32.8	28	41.7	4	5.9	67	3.27	1.023	.137	.163
		Leaders	3	4.1	9	12.5	15	20.8	39	54.1	6	8.3	72	3.50	.997	.135	.163
3	Presence of recruitment criteria	Teacher	3	4.4	12	17.9	14	20.8	28	41.7	10	14.9	67	3.45	.965	.137	.407
		Leaders	3	4.1	1	1.3	24	33.3	39	54.1	5	6.9	72	3.58	.972	-.824	.575
4	Using quota law (strategy) on selection	Teacher	5	7.4	8	11.9	17	25.3	33	49.2	4	5.9	67	3.34	1.064	-1.724	.100
		Leaders	3	4.1	8	11.1	11	15.2	40	55.5	10	13.8	72	3.64	1.210	-1.723	.100
5	a diversity leadership council	Teacher	3	4.4	3	4.4	20	29.8	30	44.7	11	16.4	67	3.64	1.230	.187	.911
		Leaders	3	4.1	6	8.3	16	22.2	36	50	10	13.8	72	3.61	1.142	.187	.912
6	equality Actions on breaking traditional patterns	Teacher	4	5.9	7	10.4	20	29.8	26	38.8	10	14.9	67	3.46	1.746	-.121	.312
		Leaders	7	9.7	9	12.5	17	23.6	24	33.3	15	20.8	72	3.49	.137	-.121	.904
7	international women convention implementation	Teacher	8	11.9	16	23.8	21	31.3	12	17.9	10	14.9	67	3.0	.137	.897	.371
		Leaders	11	15.2	19	26.3	16	22.2	24	33.3	2	2.7	72	2.81	.134	.895	.373

As indicated in Table 8 item 1 respondents requested to rate on Presence of policies, strategies and organization's plan that promote women's participation. The responses were rating it as 'moderately agreed' with the average mean of 3.275 and mean scores of (3.19,SD=1.091) and (3.36,SD=0.818) respectively. Teachers and leaders group have rated it as moderately level effect of agreement on the issue. The t-test result with t-value 1.35 is less than with critical table value 1.96 and p-value of 0.312 is greater than alpha 0.05 indicates that the two groups of respondents do have no statistical significantly difference in their average ratings towards the item. In this respect, the majority 62(44.6%) of the respondents agreed, whereas 28(20.14%) of the respondent disagreed that Presence of policies, strategies and organization's plan that promote women's participation and 49(35.25) of the respondents rating on moderately level. Therefore, the findings indicate that presence of policies, strategies and organization's plan that promote women's participation. That means the policies, strategies and organization's plan to enhance women's representation in school leadership is the best strategy for women's representation in school leadership in secondary school.

As shown in Table 8 item 2, respondents asked to indicate their agreement that officials and stakeholders commitment to implement gender sensitive policies and strategies effectively. Accordingly, the grand mean value (3.38) of the item was that ranked the issue as that indicated a moderately level of agreement. The means scores were also with SD (3.27, 1.023 and 3.50, 0.997) for teachers and leaders respectively rating it as a 'moderately agreement' that officials and stakeholders commitment to implement gender sensitive policies and strategies effectively affected their participation. Majority 77(55.3%) of the respondent agreed, whereas 25(17.9%) of respondents were disagreed that officials and stakeholders commitment to implement gender sensitive policies and strategies effectively and 37(26.66) of respondents couldn't decided about the item. T-test was calculated t-value .135 is less than 1.96 and p-value of 0.163 is greater than alpha value (0.05). Therefore, this implies that there is no statistically significant difference in perception between teachers and leaders

on the item. Thus, the findings indicate that officials and stakeholders commitment to implement gender sensitive policies and strategies effectively is the best strategy for women's representation in school leadership in secondary school.

This finding supported by Netsenat (2013) less commitment of officials to implement sensitive policies, background of women was barriers for the low participation of women principals in secondary schools.

As pointed out in item 3, in the Table 8 respondents asked to indicate their level of agreement presence of recruitment criteria that promote women's representation in school leadership Majority 82(58.99%) of the respondents agreed that Presence of recruitment criteria that promote women's representation in school leadership whereas 19(13.66%) of the respondent agreed that Presence of recruitment criteria that promote women's representation in school leadership and 38(27.3%) of respondents couldn't make decision about item. The average mean score 3.51 that rated it as 'agree level effect'. The mean scores and SD of the two groups were (3.45, 0.965 and 3.58, 0.972) respectively reflecting the same rating. The t-test result with t-value -0.824 is less than 1.96 and p-value of 0.407 greater than 0.05 indicates that the two groups of respondents have no statistically significant difference in their average ratings towards the item. Therefore, the finding indicated that Presence of recruitment criteria that promote women's representation in school leadership is the best strategy of enhancing women's participation in school leadership in secondary school of Arsi Zone.

As can be seen in Table 8 item 4 with a weighted mean of 3.49 and the individual mean and SD values for the groups of respondents were (3.34, 1.064 and 3.58, 1.210) respectively for teachers and leaders. Majority 87(62.58%) of the respondents agreed, whereas 24(17.26%) of the respondents disagreed that using quota law (strategy) on selection of women representation in school leadership and 28(20.14%). Both groups of respondent agreed level effect on the issue. The t-test result with t-value -1.723 is less than 1.96 and p.value of 0.100 is greater than 0.05 indicates that the two groups of respondents have no statistically significant differs in perception between teachers and leaders towards the item. Thus, from the result obtained clearly understood that there must be using quota law (strategy) on selection of women representation in school leadership in school leadership in Arsi Zone.

This finding supported by Norway experience of empowerment women leadership using quota law provided the initial step up that woman needed to break the cycle of exclusion from corporate ranks. The sea change in women's representation on boards was due primarily to the legal underpinning of government policy, particularly the inclusion of effective sanctions that encouraged compliance.

As can be seen in Table 8 item 5 with a weighted mean of 3.62 and the mean and SD values for the groups of respondents were (3.64, 1.230 and 3.61, 1.142) respectively for teachers and leaders. Majority 87(62.58%) of the respondent agreed, whereas 15(10.79%) of the respondents disagreed that there is a diversity leadership council established to control in school leadership. Both groups of respondents agree level effect on the issue. The t-test result with p-value of 0.911 is greater than 0.05 and t-value 0.187 is less than 1.96 indicates that the two groups of respondents have no statistically significant differs in perception between teachers and leaders towards the item thus, from the result obtained clearly understood that there is a diversity leadership council established to control in school leadership is the best strategy in secondary school leadership positions of Arsi Zone.

Regarding FGD responded as:-

... in order to enhance women school leadership the policy and guideline of school leadership development must have best strategies are diversity of school leadership, using quota and recruitment criteria which promote women to school leadership. Additional education officials' commitments are a mandatory for women's representation school leadership position.

And this finding supported by Canada and Australia experience of empowerment women leadership The Royal Bank of Canada (RBC) recognizes that diversity and inclusion provide an intellectual capital advantage and create a stronger market presence, which can help ensure continued company growth. RBC set up its first task force on the status of women over 40 years ago. With offices in several Commonwealth countries, it has a solid record in Canada of attaining a significant proportion of women in executive roles as well as in middle management to feed the pipeline to senior posts. (Commonwealth, 2013)

As indicated in Table 8 item 6 respondents requested to rate on the item which states actions are taken on breaking traditional patterns and integrating gender equality across all functions in school leadership. The responses were rated it as 'moderately agree' with the average mean of 3.47, and the mean scores and SD were (3.47, 1.746 and 3.49, 1.37) respectively. The t-test result with t-value -0.121 is less than 1.96 and p-value of 0.312 is greater than 0.05 indicates that the two groups of respondents do have no statistical significant difference in their average ratings towards the item. In this respect, the majority 75(53.95%) of the respondents agreed, whereas 27(19.142%) of the respondent disagreed that taking actions on breaking traditional patterns and integrating gender equality across in school leadership and 37(26.66%) of the respondents rated at moderately level. That means actions on breaking traditional patterns and integrating gender equality across in school leadership to enhance women's representation is the best strategy for women's representation in school leadership in secondary schools of Arsi Zone.

As shown in Table 8 item 7, respondents asked to indicate their agreement whether there is international women convention that is implemented in school leadership. Accordingly, the item was ranked with grand mean value of 3.105 which shows moderately level of agreement. The mean scores and SD were for teachers and leaders (3.00, 137 and 3.21, 134) respectively rated it as a 'moderately agreement' that there is international women convention implementation in school leadership. As respondents response show majority 67(48.20%) of the respondents agreed, whereas 43(30.93%) of respondents disagreed that there is implementation of international women convention in school leadership. T-test was calculated the with t-value 0.895 is less than 1.96 and p-value of 0.371 is greater than alpha value (0.05). Therefore, there is no statistically significant difference between the respondents. Thus, the findings indicate that the international women convention is implemented in school leadership for women's representation as a best strategy for women representation in school leadership in secondary schools of Arsi Zone

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is concerned with the summary of the major findings and recommendations that the researcher proposed and assumed to increase women's participation in school leadership in Arsi Zone.

5.1. Summary

The study was aimed to assess factors affecting women's representation in school leadership position: policy and practices in secondary schools of Arsi Zone of Oromia Regional State with the following basic research questions were posted and answered.

1. What are women self perception to come to school leadership in secondary school?
2. To what extent do the Woreda Education officials and teachers aware of the policy and guidelines regarding representing women to school leadership position in secondary schools of Arsi Zone?
3. What are the major factors that affect the effective implementation of the legal, policy and guideline regarding women's representation in school leadership in the secondary schools of Arsi Zone?
4. What are the best practices, strategies and guideline through which women are placed (represented) in school leadership position?

A mixed research was employed in this study to look into what really affect the representation of women in school leadership and used to make a detailed description of existing leadership phenomenon.

The Zone has four sub-zones, namely south Chilalo, north Chilalo, Ticho, and Arba Gugu and twenty six (26) woredas and 86 secondary schools found in it. From this area the researcher were selected focused on 4 sub zones (available), 8 Woredas and 16 schools through simple random sampling technique.

Four data collecting tools were used to carry out the study. These include questionnaire, interview, FGD and document analysis. The questionnaire distributed was returned and usable. Interviews were conducted with 8 WEOs women experts. Both qualitative and quantitative data was collected for this study. Therefore the data obtained from interview and open ended questionnaire were analyzed quantitatively using frequency

court, percentage, mean and t-test. Whereas, the data obtained from interview and open ended questionnaire was analyzed qualitatively using narrative. Lastly, data was carefully tallied, analyzed and interpreted. Relevant data analysis tools such as mean, average mean, t-value, p-value and percentage were used for analysis.

Background of the Respondents

Regarding to sex, among 72 from total leaders respondents 52(72.22%) were male. Whereas 20(27.77%) were females. On the other hand, among 47 school leaders 45(95.7%) were male and 2(4.25%) were females. As it can be clearly observed, the number of female teachers and female leaders were less than the number of males, which is the outcome of female's low access to educational opportunity.

Regarding educational qualification, among 139 respondents teachers and leaders, diploma holders 8 respondents 1 (25%) were male and 6(75%) female were diploma holders, 127 first degree holders 79(62.2%) were male and 48(37.79%) were female and the remaining 4 MA holders 3(75%) were male 1(25%) were female MA (second degree) holders. Moreover, among 62 school leaders 35(56.5%) were diploma holders and 27(43.5) were first degree holders. As it can be seen from this finding, the majority of secondary school and leaders were degree holders and as could be seen from data still know the qualification of women were very low when compare from men.

Women self perception to come to school leadership in secondary school

Regarding, whether women self perception problems related women still acknowledge that the world as masculine, poor risk taking of themselves, underestimate themselves and perceive as less skillful were rating disagreement by both groups of teachers and leaders. Thus, there were the findings drawn as follows:-women perceive world as masculine, exhibit poor risk taking, underestimate their abilities and themselves as less skillful affected women's representation in school leadership.

The extent to which the woreda education officials aware of the policy and guideline of school leadership.

Regarding to under whether the woreda education officials have enough training about policies and guidelines of school leadership, have enough experience about the recruitment and selection of school leadership, apply the policies and guidelines correctly, the membership to political party (affiliation to the ruling party), free from relationship and corruption when selecting and officials belief in diversity of school leadership position during selection of school leadership. Both teachers and leader groups rated 'disagree' on each items. That means officials have no practiced (implemented) during selection of school leadership. These, the above mentioned ideas were the main problem for women's representation in school leadership in secondary school of Arsi Zone and the major findings of the study. That means education officials were the main cause for absence of women's representation in school leadership in secondary schools of Arsi Zone.

Factors that prevent women's representation in school leadership position

Regarding whether factors that prevent women's representation in school leadership were people perception women do not have the ability and skill, Cultural ideology and some religious ideology to be a leader, the respondents disagreement and the t-test result were no significant difference between perception of the respondents. This indicate that at now days people perception women do not have ability and skill for leadership, cultural ideology of the society and some religious ideology were not affect the women's representation in school leadership. Thus shows that ideologies of our people were changed at this time.

Concerning whether the major factors with respect to family and home responsibility, Institutional factors affected such as assigned as (unit leader, head of department, professional network, role models and women for mentors) and lack of equal opportunity to education and training were rated the two respondent groups teachers and leaders agreed level cause for all factors mentioned above. Shows that all these

points were the main factors which affected women's representation in school leadership in Arsi Zone

The best practices Policy that enhances women's representation in school leadership position and the gap between policy.

With respect to whether policy and best practiced enhance women's representation in school leadership were;- policy and guideline enhance women leadership, policy effectively plan and coordinate, the policy delegate for women's school leadership position, there is no gap between policy and practicing it and the policy practice women's representation for school leadership. The responses were rated it as 'moderately agreed' with the average mean of 2.542 and the majority of average items 54.788% of the respondents disagreed. That means policy and guidelines best practiced enhance women's representation in school leadership were not well implemented, policy did not effectively plan and coordinate for women leadership position, the policy did not delegate women leadership position, there was wide gap between policy and practicing it and the lack of policy practice women's representation for school leadership. Therefore, the findings indicate that there are no best practices of policy and guidelines enhance women's representation in school leadership in secondary schools of Arsi Zone.

The best practices and strategies women's representations in school leadership position

As regarding to the best practices and strategies women's representations in school leadership position were :- presence of policies, strategies and organization's plan, officials commitment to implement gender sensitive policies and strategies effectively, presence of policies, strategies and organization's plan, using quota law (strategy) on selection of women representation in school leadership, actions on breaking traditional patterns and integrating gender equality across in school leadership and diversity leadership council established . The responses were rated average of all items 'moderately agreed' with the average mean of 3.474 and the majority average of the items 56.33% of the respondents agreed that all items were the best practices and

strategies for women's representations in school leadership position in secondary schools of Arsi Zone.

5.2. Conclusion

Based on the findings, the following conclusions were drawn:-

Women did not come to in school leadership position due to the perception that, women acknowledge the world as masculine, underestimate themselves and perceive as less skillful, could not assume leadership position in secondary school, women had lack of self-confidence, underestimate themselves and women couldn't lead male teachers and students and so on.

Women's representation in school leadership was hindered by officials less experience, minimal knowledge and less training on the policy and guidelines in school leadership, officials lack of necessary qualification about recruitment and selection of women leadership, poor commitment to apply affirmative action and lack of belief in diversity, lack of free from relative or corruption and had affiliation to the ruling party. So, one may conclude from the finding that officials have low inherent motivation to empower women in school leadership position due to such factors as the perception that women could not assume leadership position in secondary schools of Arsi Zone.

Factors that affected women's representation in school leadership position as indicated in the findings are yet different barriers, women's loaded home responsibility and children bearing, lack of opportunity education and less training, women low level of qualification and female teachers very low institutional factors (unit leader, less professional network, role models, mentors and commitment to apply affirmative action) were the main factors that affected women's representation in school leadership position in secondary schools of Arsi Zone.

As indicated in the findings the best practices of policy like as policy and guideline of women school leadership, lack of policy effectively plan and coordinate on women school leadership, the lack of policy delegate for women's school leadership position,

there is wide gap between policy and practicing it and the policy practice women's representation for school leadership were the main problems of practices in empowering of women's representation in school leadership position in secondary schools of Arsi Zone.

The best strategies of women's representation in school leadership position as indicated in the findings were:-presence of policies strategies and organization's plan for women leadership, officials commitment to implement gender sensitive policies and strategies effectively for women leadership, using quota law (strategy) on selection of women representation in school leadership, actions on breaking traditional patterns and integrating gender equality across in school leadership and diversity leadership council established were the best strategies for women's representation in school leadership in secondary school of Arsi Zone.

5.3. Recommendations

Based on the major findings of the study and conclusion, the following recommendations are forwarded.

The WAO, Schools leaders and Gender issue should organize, awareness, creation by staff training, discussion with female teachers' team members in the schools for women's representation in school leadership to bring about good attitudinal change, self awareness and self-confidence of women for school leadership position.

WEO and ZEO should create awareness to their officials through organizing workshop, seminar, officials based short term training, group discussion on the policy and guidelines in school leadership development to improve their knowledge, skill, to make their attitude free from corruption, affiliation, affirmative action and believed in diversity to become women to school leader.

Both male and female should have taken equal home responsibility, child rearing and giving equal attention for their children's education through discussion. WEO and ZEO have to provide equal opportunity of education and training for both male and

female teachers on school leadership. And schools leaders and supervisors should provide pre administration in school like unit leader, professional net work, mentoring and developing model female teachers in the school to be competent school leaders.

WEO and ZEO should organize and create workshop, training, seminars of officials on planning and coordinating of policy on practices it that enhance women representation in school leadership position and to minimize the gap between policy and putting it into practices for women's school leadership position.

WEO and ZEO should create awareness, providing panel discussion, official based training on the best strategies to enhance women's representation in school leadership, like strategies and organizational plans for women leadership, officials commitment to implement gender sensitive effectively applied for women leadership, using quota law (strategy) on selection of women representation in school leadership, actions on breaking traditional patterns and integrating gender equality across in school leadership and diversity leadership council established to empower women in school leadership.

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7. APPENDIX

HARAMAYA UNIVERSITY POSTGRADUATE PROGRAM DIRECTORETE

College:-Education and Behavioral Sciences

Department:-Educational Planning and Management

Questionnaire to be filled by: - Heads of ZEO, Zone WAO, ZEO Women Experts, heads of WEO, Woreda WAO, WEO Women experts, school principals, men and women teachers.

Dear respondents! The purpose of this questionnaires is to collect data for the study entitled **“Women’s Representation in School leadership Position:-Policy and Practice in Secondary Schools of Arsi Zone.”** For my MA study in the school leadership your response is vital for the success of the study. So, you are kindly requested to read all the questions and fill the questionnaires with genuine responses. I assure you that the responses you will give will be used only for educational purpose and will be kept confidential.

Direction;

- ✚ Do not write your name on the questionnaire
- ✚ Read all the questions before attempting to answer the questions.
- ✚ There is no need to consult others to fill the questionnaires.
- ✚ Provide your response by using “X” or “√” mark.
- ✚ Give your answers for all questions.

Thank you in advance for your genuine cooperation

✚ **Hussein Kelu**

PART ONE: -GENERAL INFORMATION AND PERSONAL DATA

Indicate your response by using “√” or “X” in the box provided.

1. Name of the woreda _____ Name of the School _____
2. Sex:- Male Female
3. Work experience (in years):- 1-5 6-10 11-15 16-20 21-25 26-30 31 and above
4. Educational background :- Diploma First degree MA degree
5. Current work position :- Male teacher Female teacher
 School principal head WEO Woreda WAO Head ZEO
 ZEO Woman expert Zone WAO

PART TWO: - QUESTIONS OF THE STUDY

Indicate your response for the following likert scale items by using “√” or “X” mark in the box corresponding to an action.

1. Attitude of Women towards themselves

1= Strongly disagree 2=Disagree 3=Moderate 4=Agree 5=Strongly agree

No	Items	Likert scale				
		1	2	3	4	5
1	Women still acknowledge that the world as masculine					
2	Women exhibit poor risk taking behavior of themselves					
3	Women underestimate their abilities and perceive themselves as less skillful and passive in leadership					

2. To what extent do the Woreda Education Officials aware of the policy and guideline regarding representing women to school leadership position?

1= Strongly disagree 2=Disagree 3=Moderate 4=Agree 5=Strongly agree

No	Items	Likert Scale				
		1	2	3	4	5
1	They have enough training about policies and guidelines of school leadership					
2	The Officials and teachers have enough experience about the recruitment and selection of women's representation in school leadership position					
3	They apply the policies and guidelines correctly.					
4	Officials have committed to apply affirmative action in practice of the policy					
5	Officials are free from relativity and corruption when selecting women's participation in school leadership position.					
6	They believe in diversity of school leadership postion.					

1. In your opinion, to what extent educational officials can aware women's representation in school leadership position?

3. What factors Prevent women's representation in school leadership position?

3.1 Family and Home Responsibility

1= Strongly disagree 2=Disagree 3=Moderate 4=Agree 5=Strongly agree

No	Items	Likert Scales				
		1	2	3	4	5
1	Women's responsibility in the family and home affect their participation in school leadership					
2	Women's role of child bearing and care taking affect their involvement in school leadership					
3	Women's lack of support from family (parents) affects their representation in school leadership					

3.2. What are the major factors implementing the policy and guideline women's representation in school leadership position?

3.2.1. Institutional factors Affecting Women's representation in school leadership position

1= Strongly disagree 2=Disagree 3=Moderate 4=Agree 5=Strongly agree

No	Item	Likert Scales				
		1	2	3	4	5
1	Women have been assigned as head of unit leader in the school as men have been					
2	Women have been assigned as home room teachers as the same as men teachers					
3	There are supporting for women to form professional network in school leadership.					
4	There are making women role models in school to be leader.					
5	There are systems of assigning women for mentors in school to be leader.					
6	School commitments to apply affirmative action in practice to be women leader					

4. What are the best practices, strategies and guideline through which women are placed (represented) in school leadership position?

4.1. What policy is enhancing women's representation in school leadership position and the gap between policy and putting it into practices?

1= Strongly disagree 2=Disagree 3=Moderate 4=Agree 5=Strongly agree

No	Items	Likert Scales				
		1	2	3	4	5
1	Policy and guidelines enhance Women's representation in school					
2	The policy effectively plan and coordinate women's representation in school leadership position.					
3	The policy must be to delegate for Women's school leadership position.					
4	There is no gap between policy and practicing it.					
5	The policy well practice women's representation with educational officials					
6	Women affairs departments are available at the federal, regional and woreda levels and functional for equality of women in school leadership					

1. In your view, is there policy for enhancing women's representation in school leadership?

1. How the policies of women representation in school leadership practice?

2. Is there a gap between policy and putting it into practice? How?

4.2. What are the best strategies Women's representations in school leadership position?

1= Strongly disagree 2=Disagree 3=Moderate 4=Agree 5=Strongly agree

No.	Items	Likert scale
1	Presence of policies, strategies and organization's plan that promote women's participation	
2	Officials and stakeholders commitment to implement gender sensitive policies and strategies effectively	
3	Presence of recruitment criteria that promote women's representation in school leadership	
4	Using quota law (strategy) on selection of women representation in school leadership	
5	There is a diversity leadership council established to control gender equality	
6	Actions on breaking traditional patterns and integrating gender equality across in school leadership	
7	There is international women convention implementation in school leadership	

1. What strategies are used to increase Women's representation in school leadership?-

2) State possible strategies or actions that should be taken to attract and increase women's representation in school leadership?

A. _____

B. _____

C. _____

D. _____

E. _____

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College:-Education and Behavioral Sciences
Department:-Educational Planning and Management
Program:-M.A in School leadership
INTERVIEW GUIDE FOR WEO WOMEN EXPERT

Dear respondents! The purpose of this **Interview** is to collect data for the study entitled “**Women’s Representation in School leadership Position:-Policy and Practice in Secondary Schools of Arsi Zone.**” Your response is vital for the success of study. So, you are kindly requested to answer the following questions with genuine. I would like you to assure that data obtained will be used for research purpose only.

Thank you in advance for your **genuine** cooperation!

Interviewer _____

Interviewee _____

Venue _____

Date _____ Starting time _____ ending time _____

1. What were attitude of women towards women’s representation in school leadership in terms of skills and competence in performing leadership functions in education?
2. What were the problems in the process of assuming women’s to school leadership?
3. From your practical experience and observation how do you evaluate the current or the policy standing for women in school leadership position?
4. What are the selections and placement criteria used for selecting school leaders? Do these criteria affect women’s involvement in school leadership? How?
5. Has your position (WEO Women expert) power to help women’s representation in school leadership positions during selection process? Is it free from corruption How?
6. What major factors do you think hinder women to come to school leader position?
7. What alternative ways do you think would encourage women to come to school leadership positions?
8. what were officials extent, knowledge, experience, on the policy and guideline of school leadership development? Are they free relationship, corruption and network when recruitment school leadership?

Thank you again for your cooperation!

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORETE
College:-Education and Behavioral Sciences
Department:-Educational Planning and Management
Program:-M.A in School leadership

Guide to FGD conducted with female teachers with their husbands

The purpose of this **FGD** is to discuss about issues related to the representation of women for leadership position and collect data for the study entitled “**Women’s Representation in School leadership Position:-Policy and Practice in Secondary Schools of Arsi Zone.**” The information obtained from the discussion will help to solve the problem. I would like you to assure that the information of the discussion will be used for research purpose only.

Thank you in advance for your cooperation!

Part One: - General information

- 1 Woreda----- 2 Total group members-----M-----F-----
 3. Organization-----4.Qualification-----5.Date-----

 6. Starting time----- 7. Ending

PART TWO: - QUESTIONS OF FGD

1. Discuss on the major factors that underrepresented women for leadership position
2. Why women have less aspiration for leadership position?
3. Are there criteria (policies) to select women for school leadership treat man and woman equally? , Are there the gap between policy and putting into practices?
4. What is the attitude/perception or extent of Educational officials on women’s representation for school leadership position?
5. Are there the best practices of policy regarding women’s representation in school leadership ?
- 6 In your opinion what are the best strategies to empower the women’s representation in school leadership position

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College:-Education and Behavioral Sciences
Department:-Educational Planning and Management
Program:-M.A in School leadership
Document Analysis:-conducted with WEO and ZEO

Name of organization _____

The objective of this check list will be to collect extensive information about data for the study entitled “**Women’s Representation in School leadership Position:-Policy and Practice in Secondary Schools of Arsi Zone.**” by analyzing different documents.

No	Items	Yes	No	Justification/reasons/
1	Is there any document (plan) to encourage women’s representation in leadership position?			
2	Is there any written document about officials knowledge, experience, qualification and professionalize (officials profile)			
3	Existence of selection criteria for assigning women leadership position			
4	Are there affirmative action rules for women?			
5	Document that show action to motivate females to attain on leadership position.			
6	Is there any status (statistical) of women’s representation in school leadership position?			
7	Are there model women year by year?			